DOCUMENT RESUME

ED 171 227 HE 011 325

AUTHOR	Houwing, J. F., Ed.; Kristjanson, A. M., Ed.
TITLE	Inventory of Research into Higher Education in Canada, 1979.
INSTITUTION	Association of Universities and Colleges of Canada, Ottawa (Ontario).
PUB DATE	79
NOTE	64p.
AVAILABLE FROM	Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1 ($4.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrative Personnel; Adult Education; College Administration; College Curriculum; College Faculty; College Instruction; College Students; Educational Finance; *Educational Research; Extension Education; *Foreign Countries; *Higher Education; Manpower Needs; Personnel; *Postsecondary Education As a Field of Study; *Research Projects; University Extension
IDENTIFIERS	*Canada

ABSTRACT

A total of 263 research, innovative, and experimental projects are described that are concerned with postsecondary education in Canada and that are currently in progress or have been completed in the course of 1978. The information was obtained from a questionnaire mailed to some 1900 potential contributors in universities, community colleges, educational organizations and government departments. The projects are entered in the language in which they were reported, either French or English. They are grouped in six categories. The categories of research are: general; administration, finance, and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. Each project is presented in the following format: (a) title; (b) brief description; (c) (estimated) date of completion; (d) researchers' name and address; (e) source of further details if other than the researchers mentioned above; (f) publication arising from the project: title, where published or available, etc. Universities where the researchers are located are indicated by name only; their addresses are listed at the back of the book. This Inventory does not replace preceding ones; previously published projects have been re-entered only in case substantial changes were reported. (Author/MSE)

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ED171227

INVENTORY OF RESEARCH INTO HIGHER EDUCATION IN CANADA

1979

INVENTAIRE DES RECHERCHES SUR L'ENSEIGNEMENT SUPERIEUR AU CANADA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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HE 011 325

Association of Universities and Colleges of Canada
Association des universités et collèges du Canada
Ottawa 1979

ISSN 0318-8329

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INTRODUCTION

This edition of the *Inventory*, which in its present form has been published annually since 1974, describes 263 research, innovative and experimental projects concerned with post-secondary education in Canada which are currently in progress or have been completed in the course of 1978. The information was obtained by means of a questionnaire which was mailed to some 1900 potential contributors in universities, community colleges, educational organizations and government departments.

The projects, which are entered in the language in which they were reported, are grouped under six categories (see Table of Contents) and presented in the following format:

a) title;
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Universities where the researchers are located, are indicated by name only; their addresses are listed at the back of this book.

This *Inventory* does not replace preceding ones; previously published projects have been re-entered only in case substantial changes were reported.

We would be most grateful for any comments the readers might wish to make regarding the use and the value of the *Inventory*.

March 1979

J.F.H.
A.M.K.

INTRODUCTION

La présente édition de l'*Inventaire* qui paraît dans sa forme actuelle tous les ans depuis 1974 renferme la description de 263 travaux de recherche, d'innovation et d'expérimentation se rapportant à l'enseignement postsecondaire au Canada, en cours ou terminés en 1978. Les renseignements ont été obtenus à l'aide d'un questionnaire adressé à quelque 1,900 participants éventuels dans les universités, les collèges communautaires, les organisations d'éducation et les ministères du gouvernement.

Les travaux, inscrits dans la langue dans laquelle ils ont été communiqués, sont groupés sous six rubriques (voir la table des matières) et présentés ainsi qu'il suit:

a) titre;
b) courte description;
c) date (prévue) d'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels, ailleurs que chez les chercheurs susmentionnés;
f) publication émanant des travaux: titre, lieu de publication, endroit où la publication est disponible, etc.

Seuls les noms des universités où se trouvent les chercheurs sont indiqués; les adresses se trouvent à la fin de la présente brochure.

Le présent *Inventaire* ne remplace pas les précédents; les travaux déjà publiés ne sont pas inscrits de nouveau à moins que des changements importants n'aient été signalés.

Nous recevrons avec reconnaissance toutes les observations que les lecteurs voudront bien nous adresser au sujet de l'utilisation et de la valeur de l'*Inventaire*.

Mars 1979

J.F.H.
A.M.K.

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Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women.

Organisation et structure; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme.

A1 a) University organizational structures in transition. b) Organizations, like individuals, pass through stages of evolution that incorporate some form of management crisis or revolution. It is crucial for university leaders to be aware of their individual developmental stage and that of their institution. Ideally, search committees should strive to achieve congruence between these characteristics and hence raise the "over-all well-being" of the organization. The 21-page paper provides some suggestions toward such a goal. c) March 1978. d) G.S. Tracz, Ontario Institute for Studies in Education.

A2 a) Priorities in Ontario post-secondary education. b) In the near future, more education will take place outside the traditional system. The project will take an integrated look at postsecondary funding priorities in view of these changes in educational demand in Ontario. Topic areas believed to develop into high priority areas will be isolated and investigated. Attention will be paid to particular groups whose needs will grow, particular places or media with growing educational possibilities, and particular innovative programs which might serve needs of various groups. c) April 1979. d) G. S. Tracz (see above).

A3 a) Rationel et caractéristiques des programmes ouverts. b) La recherche vise à préciser le rationel et les principales caractéristiques des programmes de formation privilégiant une pédagogie de situation et un programme individualisé. Les exemples de l'Open University, de l'University without Walls et de PERFORMA et les principes andragogiques sous-tendant ce type de programme seront particulièrement étudiés. c) Mars 1979. d) Claude Hamel, 1330 est Louvain, Montréal, Qué. H2M 1B6. e) Marcel Riendeau, Direction générale de l'éducation permanente, Université de Sherbrooke.

A4 a) International cooperation between universities. b) Review and description of the link between the University of Ghana and the University of Guelph. c) 1978. d) J.C.M. Shute, School of Agricultural Economics and Extension Education, University of Guelph. f) "Cooperation between universities: some indicators of success from Ghana" *International Development Review*, 1978, 2.

A5 a) An evaluation of student participation in media processes (University of Alberta History Project). b) Slide tape in a series on various aspects of the history of the University of Alberta: "Le Saint Jean - juniorat à faculté". It depicts the development of the present-day Faculty St Jean, the university's French language faculty, from its origins. c) Jan. 1979. d) Heather Lyson, Fac. of Education, University of Alberta.

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A6 a) Les modèles éducationnels. b) Dégager les grandes familles de modèles contemporains de la pédagogie. c) Déc. 1978. d) Yves Bertrand, Service pédagogique, Université de Montréal.

A7 a) The status of philosophy of education in pre-service teacher education programs in Canada. b) Data derived from 44 responses to a questionnaire mailed to the 48 Canadian teacher education institutions and from their calendars indicate that: course offerings in philosophy of education fall into three main categories - historical, normative, analytic; it is offered as separate discipline in 40 institutions, is compulsory in 18, a foundational option in 12 and a free elective in 10; it is one component of a general foundations course in many institutions; the time allotted to it varies from one semester to five, i.e., from one-half unit of credit to two and one-half; it is seen as "absolutely essential" in initial programs on intrinsic as well as instrumental grounds; and it is omitted because of alleged lack of relevance. c) May 1979. d) Mary Olga McKenna, Dept. of Education, Mount Saint Vicent University. f) To be presented at 1979 annual meeting, Canadian Society for the Study of Education.

A8 a) An inventory of voluntary associations in Atlantic Canada. b) The identification, classification, and description (objectives and adult education activities) of close to 10,000 voluntary associations in New Brunswick, Prince Edward Island, Nova Scotia and Newfoundland will be computerized as a data resource bank for statistical analysis. c) June 1979. d) John Dobson St. Francis Xavier University. f) Computer print-outs will be available from Departement of Adult Education, St. Francis Xavier University.

A9 a) Rhetorical dimension of science and its implications to learning. b) Criticism and re-examination of "science", "knowing" and "intelligence" from information theory. Proposal for alternatives. c) In progress. d) Sam Kounosu, Dept. of Physics, University of Lethbridge.

A10 a) McMaster University, Vol. 2. b) History of the University from its transfer from Toronto to Hamilton in 1930, down to 1957. c) Fall 1979. d) C.M. Johnston, Dept. of History, McMaster University.

A11 a) History of McGill Project. b) History of McGill College to 1895 (Vol. 1) and McGill University to 1970 (Vol. 2). *McGilliana*, semi-annual publication of reports and articles. c) Vol. 1: June 1978; Vol. 2: June 1981. d) Stanley B. Frost, History of McGill Project, McLennan Library, McGill University.

A12 a) Pour un enseignement universitaire vraiment supérieur. b) Mémoire présenté à la Commission d'étude sur les Universités du Québec. Plaidoyer pour la qualité de l'enseignement universitaire: On étudie la question d'un enseignement, assumé par des universitaires que la structure institutionnelle de gratification (reward structure) invite à définir d'abord comme des chercheurs, donc, des spécialistes, dans le contexte de l'université de masse, à l'heure de l'éducation permanente, à la veille de changements importants provoqués par le marché du travail et les besoins culturels des étudiants à qui on voudra donner une formation plus générale, au niveau de 1er cycle, en particulier. c) En cours. d) Denis Blondin, Service pédagogique, Université

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de Montréal.

A13 a) Les échanges universitaires internationaux dans la politique culturelle extérieure des états. b) Aspects historiques et contemporains (1900-1975). Problèmes d'évaluation. c) 1979-1980. d) Brigitte Schroeder-Gudehus, Institut d'histoire et de sociopolitique des sciences, Université de Montréal.

A14 a) A history of higher education in Canada 1961-1980. b) Sequel to *A History of Higher Education in Canada 1663-1960* (University of Toronto Press, 1976), following the same format: for each of two periods 1961-1970 and 1971-1980, chapters devoted to thematic setting, institutional development, the arts and science program including the status of each discipline, professional education in all fields, graduate studies, and scholarship and research. A conclusion chapter to the work as a whole will include reference to developments in the USA, UK, France, Germany and Australia from 1800 on in order to provide perspective for viewing the Canadian experience. c) 1981-1982; first draft Dec. 1980. d) Robin S. Harris, Ontario Institute for Studies in Education; Gwendoline Pilkington, 3521 Redpath, Montreal, Que. H3G 2G7.

A15 a) A survey of research in the post-secondary institutions in the Maritime Provinces. b) Detailed survey of research activities of the 25 institutions coming under the jurisdiction of the Maritime Provinces Higher Education Commission. Concerned with the year 1976-1977, the survey also includes research-related aspects such as human resources, physical facilities, financial means, research administration, research policies, research objectives and priorities, research needs and research planning. c) July 1978. d) Brian T. Newbold, Dépt. de chimie, Université de Moncton. e) Maritime Provinces Higher Education Commission, P.O. Box 6000, Fredericton, N.B. E3B 5H1.

A16 a) The relation between research and teaching at the university level. b) The study explores differences in teaching strategies within a sample of highly reputed researchers across disciplines and for different levels of students (general undergraduate to doctoral). The research of 50 McGill professors was first categorized according to general methodology so as to be able to consider, as well, the relation between how the professor advances his own knowledge (research) and that of the students (teaching). Preliminary results confirm expectations about some greater similarity for graduate than undergraduate students. c) Summer 1979. d) Bruce M. Shore, Centre for Learning and Development, McGill University.

A17 a) The re-alignment of postsecondary education systems in Canada. b) Study of the actions taken in the various provinces in the 1960's and 1970's in defining and implementing relationships between the university and community college sectors; examination of the principal issues and problems associated with the various forms of relationship established within the provincial systems. c) August 1978. d) Alexander Gregor, Fac. of Education, University of Manitoba. f) *Canadian Journal of Higher Education*, 1979.

A18 a) Issues in higher education. b) Edited proceedings of the Conference on Higher Education in Canada, University of Manitoba, Feb. 1977: T.H.B. Symons, *Nationalism and higher education*; C. Thibault, *University financing;*

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A. Naimark, *Postsecondary commissions;* M. Blauer, *A functional analysis of postsecondary commission;* H.I. MacDonald, *The changing role of the professor and administrator;* J.M. Vickers, *The changing roles of professors and university administrators.* c) March 1979. d) Alexander Gregor and Keith Wilson, editors, Fac. of Education, University of Manitoba.

A19 a) La recherche subventionnée et commanditée des universités du Québec (annuel). b) Projets de recherche et montants accordés selon l'université, le domaine de connaissances, les pourvoyeurs de fonds et les types de financement. c) Mai, chaque année. d) Service études et information, Direction générale de l'enseignement supérieur, Ministère de l'éducation, 1035, rue de Lachevrotière, Québec, Qué. G1R 5A5.

A20 a) On the idea of a university. b) Starting from Newman's concept of the university as a place of liberal education, the author examines how today's university functions, reflects on what its aims should be and what its strengths, deficiencies and absurdities are, and presents some proposals for reform. c) 1978. d) J.M. Cameron, Dept. of Philosophy, University of St. Michael's College. f) University of Toronto Press, 1978, xiv + 94 p., cloth $10.00, paper $3.95.

A21 a) A short season of reform: the Regina case, 1970-1978. b) Historical study of the social work education program of the University of Regina, identifying several key referents in educational policy decisions and tracing developments in Canadian social welfare, in Canadian social work education and particularly, in Saskatchewan religious, social and political history in order to explain the policy-making referents and consequent programmatic outcomes. PhD thesis. c) Feb. 1979. d) Karl H. Stange, Fac. of Social Work, University of Regina. f) University Microfilms, 1979.

A22 a) An analysis of literature on the Ontario Colleges of Applied Arts and Technology: 1965-1976. b) Analysis of selected literature, published and unpublished, dealing with the colleges during their first decade. EdD thesis. c) 1979. d) P. Bartram, Brock University.

A23 a) Research programs of university management schools in the late 1970's. b) The 54-page report contains the results of a 1978 survey of 40 business and management schools regarding institutional arrangements for research in terms of policy, priority areas, organizational structure, financial and other support, level of funding, and nature of research. c) Dec. 1978. d) Anne Scotton, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

A24 a) Proceedings of the Management Research Workshop, University of Western Ontario. b) Reports of papers presented by seven authors on different subjects. c) Jan. 1979. d) Donald M. Caskie and Max von Zur-Muehlen, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

A25 a) Report of the Manitoba Committee on Exploration of Outcome Indicators. b) Identification of six areas of university outcomes expected to be reflected in the final instrument emerging for provincial outcomes

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assessment: critical intellectual development, alumni occupational development, educational development following graduation, career satisfaction and mobility, and social-community and professional participation. c) 1978. d) Manitoba Committee on Exploration of Outcome Indicators, Co-Chairmen: B. Hoffman, Research Reference Committee, 11-395 Berry St., Winnipeg, Man. R3J 1N6, and J.E. Nykoluk, Department of Education, Manpower Division, 693 Taylor Ave., Winnipeg, Manitoba R3M 3T9.

A26 a) University outcomes: co-chairmen's progress report. b) Four-page report indicating the changing status of Manitoba universities regarding outcomes assessment. A short description is given to each project and its institutional or system characteristics. c) 1979. d) B. Hoffman and J.E. Nykoluk (see above).

A27 a) Conversations on the future of Manitoba. b) The survey instrument was designed for a further expanding assessment of expectations and aspirations of Manitobans (adults of all ages and students from grade six and above) in eight basic areas of their "good life" image. Findings are used as input to the People to People T.V. series. c) 1979. d) B. Hoffman, F. Thompson and R. Turner, Canadian Association for Future Studies, 302-100 Gloucester St., Ottawa, Ont. K2P 0A4.

A28 a) University governance and organization for innovation. b) The role of unicameral governance and matrix organization as a means of facilitating innovation in higher education. c) Oct. 1979. d) Larry W. Ferguson, Athabasca University.

A29 a) La relation entre le niveau d'actualisation et les buts poursuivis par le professeur dans ses études académiques. b) MA(ED) thèse, Université d'Ottawa. c) Automne 1979. d) Patricia Beauregard-Brunet, 43, boul. Mont-Bleu, Hull, Qué. J8Z 1J2.

A30 a) Etudes des perceptions et des attentes du rôle d'une université. b) PhD thèse, Université d'Ottawa. c) Printemps 1979. d) André Reid, 993, rue Ontario, Sherbrooke, Qué. J1J 3S4

A31 a) An investigation into the relationship of the variable size and task diversity and the structural dimensions of Ontario Colleges of Applied Arts and Technology. b) PhD thesis, University of Ottawa. c) 1978. d) John R. Goodwin, Dept. of Management, Concordia University, Loyola Campus.

A32 a) The Committee of Presidents: a study of goals, structure and methods. b) The study is intended to provide information and analyses concerning: the relationship of the Committee of Presidents to ACAATO, Council of Regents, Ontario Ministry of Colleges and Universities, local boards and other agencies; the functions and goals of the Committee and its subcommittees in terms of agreement within and among appropriate groups about what the goals and functions are and should be and their appropriateness and comprehensiveness; the "methods" and their effectiveness for achieving the goals. It will also attempt to determine priorities and needs of the individual presidents in relation to these goals and develop recommendations concerning the preceding objectives. c) Dec. 1978. d) Charles E. Pascal, Ontario Institute for

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Studies in Education.

A33 a) University goals analysis project. b) The major objective is an analysis of implicit and explicit ways in which Ontario universities communicate institutional goals and priorities. Formal university goal statements, goal statements of university leadership and implicit indications of goals will be analysed. c) April 1979. d) Charles E. Pascal (see above).

A34 a) History of doctoral students in educational administration. b) The project involves making a series of short videotapes of EdD and PhD students in OISE's Department of Educational Administration. In effect, it will debrief the students on their training experiences, with particular regard to their completing a thesis. The data gathered will permit reorienting aspects of the doctoral program, if necessary, and conceptualizing the thesis-writing process in educational administration. In addition, it will assist in socializing incoming doctoral students, stimulating them into dealing with some of the problems they will face before they become acute. c) May 1979. d) Richard Townsend and Edward Hickcox, Ontario Institute for Studies in Education.

A35 a) A critique of the Ryan rationale. b) Dr. D. Ryan of OISE has developed a rationale to explain the relationships of deans with central administration, college-wide committees, departments, other deans, etc. The study involves testing and refining the rationale, through commissioning six deans to apply, analyse, synthesize and evaluate Ryan's ideas. c) April 1979. d) Edward Hickcox (see above).

A36 a) The future policy environment for postsecondary education in Ontario: implications of youth employment patterns and political attitudes. b) Various policy options to stabilize postsecondary institutions as a time of declining enrolments begins are currently being discussed. The investigator takes the position that the environment of thinking in which many of these policies will be developed is one that contains, in increasing degree, sentiments that higher education has failed to live up to various expectations, specifically that it create greater equality of opportunity and be responsive to labor market needs. His study will gather data on an issue of increasing importance: the employment experiences of educated youth and their socio-political attitudes and behaviors. The data will be merged with other data in order to provide more objective perspectives on institutional performance. c) In progress. d) E.B. Harvey, Ontario Institute for Studies in Education.

A37 a) International research on women, work, education and participation. b) International project to examine empirically on a comparative basis the position of women in the work world and in education, and their access to political power. Carried out simultaneously in 12 countries, communist and non-communist, using an identical questionnaire developed collaboratively by researchers from these countries, it involves an in-depth exploration of factors that hinder and/or further women's involvement in political decision-making in all types of organizations. A number of interim reports and a book jointly authored by participating researchers will be published. The large body of data generated will permit further, more specific comparisons and analyses. c) April 1979. d) Margrit Eichler, Ontario Institute for Studies in Educa-

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tion.

A38 a) A history of biblical studies in Canada. b) Examination of curriculum development, scholarly contribution by Canadians to discipline and changing emphases in research and philosophy. c) Sept. 1979 d) J. Moir, Scarborough College, 1265 Military Trail, Westhill, Ont. M1C 1A4.

A39 a) Teaching materials from across Canada, that are representative of advanced courses in social work research. b) To promote teaching material information exchange among advanced-level research instructors in schools of social work; to provide base-line data on common practices in the instruction of advanced-level research courses; to encourage innovation and experimentation among advanced-level instructors; and to assist the research commission in establishing some base-line data from which to formulate policy recommendations for minimum standards for advanced-level research courses. c) March 1979. d) Research Commission: John Gandy, University of Toronto; Daniel O'Brien, Dalhousie University; André Beaudoin, Université Laval; John Crane, University of British Columbia; Peter Bohm, University of Toronto; Dennis Kimberley, Canadian Association of Schools of Social Work, 909-151 Slater St., Ottawa, Ont. K1P 5H3. e) Dennis Kimberley.

A40 a) "How about the Venus de Milo?" A brief on obscenity and pornography by the Canadian Association of University Teachers. b) Criticism of the proposed revisions to the Criminal Code concerning obscenity and their impact on the work of academics. c) Dec. 1978. d) Donald C. Savage and Jill Greenwell, Canadian Association of University Teachers, 1001-75 Albert St., Ottawa, Ont. K1P 5E7.

A41 a) The security forces and the universities. b) CAUT's submission to the McDonald Commission dealing with general surveillance on university campuses by the RCMP and National Defence. It supports investigations of specific criminal activities, but opposes general surveillance of faculty and students. French text available. c) Jan. 1979. d) Donald C. Savage (see above).

A42 a) Evaluation des bibliothèques universitaires. b) Etude sur la situation des bibliothèques et leurs besoins de développement. c) Sept. 1978. d) Service de la formation générale et professionnelle, Direction générale de l'enseignement supérieur, Ministère de l'Education, 1035, rue de Lachevrotière, Québec, Qué. G1R 5A5.

A43 a) Analyse institutionnelle sur la présence de l'Université du Québec à Trois-Rivières dans le milieu. b) Sondage sur les attitudes et attentes auprès d'un échantillonnage d'étudiants. Entrevues libres sur "l'image" de l'université et ses liens structuraux, existants et virtuels, avec la société régionale, auprès d'un échantillonnage de personnes représentant des organisations et des activités collectives du milieu local et régional. Programme SYMAP sur quelques facteurs et des indicateurs socio-économiques caractérisant l'organisation sociale régionale et son évolution (prospective). c) Juin 1978. d) Laurence Ramsay, Service de la planification, Université du Québec à Trois-Rivières.

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A44 a) An analysis of the granting policies of the National Research Council 1964-1974. b) Computer-based analysis of 43,000 peer-adjudicated research grants. By use of the Lorenz coefficient the grants are studied at the individual, department and university level allowing conclusions to be drawn on the degree to which such matters as concentration, centres of excellence, regional disparities, etc. have implicitly or explicitly influenced granting policy. c) Dec. 1979. d) Ian D. Chapman and C. Farina, Dept. of Chemistry, Trent University.

A45 a) Review 1975-1976 to 1977-1978. An uncertain future. b) A 59-page report of the Council of Ontario Universities reviewing developments in the Ontario university system and highlighting the deteriorating financial situation. Changes in financing formulae and the growth of cooperative activities (graduate program planning, applications for admission, library cataloguing, instructional development) are described. Some reflections on the system's current state and its future prospects conclude the review. Background information on the Council (membership, constitution, committees, financial statements, publications) is included. c) 1978. d) Council of Ontario Universities, 130 St. George St., Suite 3039, Toronto, Ont. M5S 2T4.

A46 a) L'intégration de la formation et du perfectionnement des enseignants aux universités du Québec. b) Suite aux recommandations de la Commission Parent, les universités se voyaient confier la responsabilité directe et totale de la formation des enseignants pour tous les niveaux du système scolaire québécois. Cette politique impliquait la transformation du statut d'un nombre important d'institutions de formation de maîtres notamment leur intégration éventuelle aux universités. Le projet avait pour but de reconstituer le déroulement de l'intégration de ces diverses institutions aux universités. c) Oct. 1978. d) Gustave Crépeau, Fac. des sciences de l'éducation, Université de Montréal.

A47 a) A study on the economic, policy and institutional issues influencing the satellite band telecommunication facilities for public services. b) Through past experiments in health care delivery and education and training services the project will present the actual situation of satellite use in public services, suggest various models for a systematic approach to its use and for analysing cost/benefits, and support future research for an educational national satellite network. c) March 1979. d) Pierre Perusse, Fac. des sciences de l'éducation, Université de Montréal.

A48 a) Accrediting bodies and the CAATs. b) The study reviews literature and current practice in providing accreditation to graduates of Colleges of Applied Arts and Technology in Ontario. Recommendations are provided for resolving the roles of different accrediting bodies and of the colleges. c) April 1978. d) Decision Dynamics Corp., Suite 800, 42 Charles St. E., Toronto, Ont. M4Y 1T4. f) Results obtainable from Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont., M7A 1B8

See also/voir aussi:

B6 Collective bargaining, deans and university governance.

A GENERAL/GENERALITES

B13 Market planning for education.

B26 Opening open universities: the Canadian experience.

D13 CAUT Handbook, third edition 1979.

E35 University of Winnipeg outcomes study.

F2 International dimensions of continuing education.

F7 Adult education in Alberta and Quebec.

F12 Barriers to employer-sponsored training in Ontario.

F15 Report of the Distance Education Planning Group on a delivery system for distance education in British Columbia.

F17 Le développement de l'éducation permanente dans les universités.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN D'OEUVRE

Cost; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) Who benefits from the Ontario university system. b) Benefit-cost analysis by income groups based on the class of 1974 male graduates of the Ontario universities. The method of analysis is derived from the human capital theory. The study's major finding is that the existing university system is significantly regressive in the sense that it benefits the higher income groups at the expense of the lower income groups. c) Oct. 1978. d) Ozay Mehmet, Dept. of Economics, University of Ottawa. f) Ontario Economic Council, Occasional Paper 7, 1978, 62 p.

B2 a) A physical resources study of CAATs, Ontario. b) CAATs summary, maps, physical resources evaluation, space and enrolment graphs, legend, college inventories introduction. c) Sept. 1978. d) S.T. Orlowski and E. Shackleton, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont.; W.H.D. Hurst, Seneca College of Applied Arts and Technology, Willowdale, Ont.; H. Rawson, Fanshawe College of Applied Art and Technology, London, Ont.

B3 a) Out of school - into the labor force. b) Trends and prospects for enrolment, school leavers and the labor force: the 1960's through the 1980's. Includes projections of population and enrolment at all levels to 1986, the number of secondary, college and university graduates, and the number of persons leaving the school system to enter the labor force annually. Also includes a discussion of the impact of young school leavers on the labor force, youth unemployment, unemployment and underemployment among college and university graduates, and graduates' employment prospects in the future. c) July 1978. d) Z. Zsigmond, G. Picot, W. Clark and M.S. Devereaux, Education, Science and Culture Division, Statistics Canada, Ottawa, Ont. K1A 0T6. f) Published as Statistics Canada Catalogue 81-570E (English) and 81-570F (French), $6.00.

B4 a) A projection of the Canadian population and labor force by age group and highest education achieved to 2000. b) Development of a model to project the population and labor force by age group and highest educational level achieved. The intent is to determine the combined impact of the baby boom and the education explosion of the 1960's on the age and educational characteristics of the population and labor force in the future. c) Mid - 1979. d) G. Picot (see above).

B5 a) Interim data analysis on Canadian nurses with doctoral degrees and Canadian nurses enrolled in doctoral programs. b) Systematic survey of nurses prepared at the doctoral level and nurses currently enrolled in doctoral programs. c) March 1979. d) Jenniece B. Larsen and Shirley M. Stinson, Fac. of Nursing, University of Alberta. f) To be published in *PhD (Nursing)*, G. Zilm

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et al. (eds), Ottawa, Canadian Nurses' Association, 1979.

B6 a) Collective bargaining, deans and university governance. b) Pilot project to develop a survey to record changes in university deans' functions and new perceived needs brought about by the introduction of collective bargaining. c) Fall 1979. d) G.S. Tracz, Ontario Institute for Studies in Education.

B7 a) Supply of and demand for accounting professionals in Canada: 1978 to 1988. b) Ten-year forecast of supply and demand conditions for accounting professionals, including CA, RIA and CGA graduates. c) May 1979. d) E.B. Harvey, Ontario Institute for Studies in Education; K.S.R. Murthy, Dept. of Economics, Trent University. f) To be published by Technical Service Council, 931 Yonge St., Suite 401, Toronto, Ont. M4W 2H8.

B8 a) The role of the proctor in the residence complex of Paton College. b) Descriptive and normative role of the proctor in relation to students in residence at Memorial University. c) Aug. 1978. d) Laureen Lushman, Squires House, and G. Llewellyn Parsons, Fac. of Education, Memorial University.

B9 a) The impact of managerial styles of academic deans on their perceived managerial effectiveness: an empirical study in selected Canadian universities. b) Research objectives are to understand more fully what constitutes effective managerial behavior on the part of deans and to assess the impact of managerial or leadership styles on their perceived effectiveness by central university administrators, department chairmen and faculty members. c) Fall 1979. d) Bernard Garnier, School of Business Administration, University of Western Ontario.

B10 a) Departmental course load forecasting at Guelph. b) Fully conversational, prompting APL program for departmental course load forecasting and history data management of summary enrolment and course load data. Written in APL PLUS (Sharp APL compatible). Program can construct induced course load matrices from historical data using subjective preference weightings and least-squared estimates. Adaptable to other institutions. c) Nov. 1978. d) Bryan C. Smith, Hornyak-Ram Inc., 133 Manitou Dr., Kitchener, Ont.; Derek M. Jamieson, Analysis and Planning, University of Guelph.

B11 a) Refinements to COU space standards. b) The 119-page report, volume 6 of the *Building Blocks Series* of the Council of Ontario Universities, presents space factors which constitute a space allocation formula for 15 types of assignable space and covering most academic programs in Ontario. It provides an examination of each space category in terms of data collected, input measures used and the rationale for the space factors adopted. c) Dec. 1978. d) Sub-Committee on Revision to Building Blocks, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

B12 a) Economic impact of University of Victoria. b) Survey of university expenditure in community, with estimates of student and staff spending. Using economic multiplier estimates derived from work of regional planning agency, total income and job impact of university's operation was assessed. Paper also contains general discussions of rate of return to human capital studies, and of economic returns to university research. c) June 1978. d) C. Gallagher,

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Institutional Analysis, University of Victoria.

B13 a) Market planning for education. b) Two principal areas have been examined: the application of the marketing concept to the management of a university and the problems of long term planning for university administrators. c) In progress. d) David Gillingham and John Church, School of Commerce, Laurentian University. f) Some initial results in the 1977 proceedings of the Canadian Association of Administrative Sciences.

B14 a) Barriers to employer-spons red training. b) To identify incentives and disincentives operating with respect to greater use of employer-sponsored training and to propose appropriate policy and program mechanisms in the light of the analysis of incentives and disincentives. c) April 1979. d) E.B. Harvey, Ontario Institute for Studies in Education.

B15 a) Social and political attitudes of unemployed and underemployed youth. b) To gather data on the social and political attitudes of young people with postsecondary education, currently unemployed or underemployed. c) 1980. d) E.B. Harvey (see above).

B16 a) Economic returns to schooling decisions. b) The paper attempts to determine the private internal rate of return to investment in three levels and four types of education (computer science, nursing, nutrition and social work). These fields are used to depict a perennial uneasy situation which sees many college graduates and technicians perform exactly the same work with different salaries. Monetary benefit returns to individuals are calculated by using the cost-benefit analysis method. Results will be useful to public employment agencies, educational institutions, and students who strive to acquire the most profitable level of education through the most economical way. c) March 1979. d) Charles H. Belanger and Lise Lavallée, Bureau de recherche institutionnelle, Université de Montréal.

B17 a) After 1980: the future of higher education in New England and Atlantic Canada. Twenty years of decline? b) A survey, covering the four Atlantic provinces and the six New England states, of demographic characteristics of the population, with projections where data are available, and a review of postsecondary enrolments, finance and projections for the future. Included are a complete set of tables and charts, a discussion of the findings and their implications, and comparative national and international statistics where relevant. c) Aug. 1978. d) Robert W.B. Jackson, Atlantic Institute of Education, 5244 South St., Halifax, N.S. B3J 1A4.

B18 a) Graduate survey. b) Annual follow-up questionnaire survey to obtain data on work experiences and further education endeavors of University of Guelph graduates, specifically on methods and criteria used in securing their first full-time job after graduation, nature of employment (salaries, location, type of employer), satisfaction with first job, and relation of academic grades to success in the job market. The data have been collected to assist in determining a realistic picture of today's labor market in order to improve service to students in planning careers and securing employment. c) Ongoing. Report on 1973 data, summary of 1973-1976 findings and job lead data on 1973-1977 graduates available; 1978 survey results to be available Sept. 1979. d) Lynda

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Haywood, Counselling and Student Resource Centre, University of Guelph.

B19 a) Manitoba community colleges follow-up survey of 1977 graduates. b) In the summer of 1978, 1971 graduates of diploma and certificate courses were surveyed by mail. Information was collected on labor market outcomes one year after training, earnings of graduates, relationship of training to jobs, and geographical distribution of graduates after training. c) March 1979. d) Barry J. Warrack, Research Branch, Dept. of Labor and Manpower, 693 Taylor Ave., Winnipeg, Man. R3M 3T9.

B20 a) Six background reports on university management education in Canada. b) Reports include data on business faculty, income patterns of graduates, employment patterns of graduates and research funding. c) March 1978. d) Max von Zur-Muehlen, Donald M. Caskie and Alf Chaiton, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

B21 a) Management enrolment and faculty at Ontario universities, 1972-1973 to 1977-1978. b) Part I focuses on enrolment trends, part II explores characteristics of management faculty and part III investigates faculty-student ratio. c) Jan. 1979. d) Max von Zur-Muehlen (see above).

B22 a) A review of university management education in Canada/Aperçu de l'enseignement de la gestion dans les universités du Canada. b) Data on enrolment in management faculties, providing the historical setting for project B23 (see below). c) Feb. 1978. d) Max von Zur-Muehlen (see above).

B23 a) Current issues in university management education/Problèmes actuels de l'enseignement de la gestion dans les universités. b) Data on instruction, enrolment and programs in management faculties with interpretive analysis. c) Feb. 1978. d) Max von Zur-Muehlen (see above).

B24 a) Meeting demands in the short and medium term - management schools in Ontario until the early 1980s. b) Report including data on enrolment trends at ten Ontario universities, a forecast on the demand for graduates and a discussion on hiring of faculty and financial constraints felt by the universities. Pilot project. c) Dec. 1978. d) Donald M. Caskie, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

B25 a) La formation universitaire et l'emploi des femmes au Canada. b) Caractéristiques des études et des carrières des femmes diplômées. Revue des écrits sur le sujet suivie d'une analyse de tableaux. Les données proviennent de l'enquête post-censitaire sur la main-d'oeuvre hautement qualifiée, menée par Statistique Canada en 1974. c) 1978. d) Avigdor Farine, Fac. des sciences de l'éducation, Université de Montréal. f) *L'orientation professionnelle/ Vocational Guidance*, vol. 14, no 2, été 1978, 104-116.

B26 a) Opening open universities: the Canadian experience. b) The article examines, from a administrative/management perspective, the two open universities created in Canada in the 1970s: Alberta's Athabasca University and Quebec's Télé-université. A study of initial planning reveals effective

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planning requires balanced attention to means and ends. The new management structures required for this type of institution, coupled with the climate of acute uncertainty in which it operates in the early days, require particularly able and committed leadership. That both institutions have been rather successful argues for the importance of the open university concept itself. c) Sept. 1978. d) J.S. Daniel and W.A.S. Smith, Athabasca University.

B27 a) Evaluation of educational experiments on the Hermes satellite. b) The project provides a summary of the evaluations of the educational experiments during 1976 and 1977 on the Hermes satellite. The report describes each project and its results and concludes with recommendations for future educational uses of satellites. c) 1978. d) J.S. Daniel and J. Murray Richmond, Athabasca University.

B28 a) An on-line record management system in a open-university environment. b) Description of an institutional student data base created by using the SPIRES data-base management system. The system copes with continuous enrolments and withdrawals, self-pacing, a geographically dispersed student population and various delivery methods, and is very flexible with respect to adding new kinds of information and new ways of organizing, retrieving and presenting information. d) Robert A. Abell and Steven Farkas, Computing Services, Athabasca University. f) *Proceedings*, 23rd Annual College and University Machine Records Conference.

B29 a) L'avenir économique de l'architecte/The economic future of the architect. b) Le but est d'explorer l'avenir de la profession à partir de deux hypothèses opposées: la première suppose que l'insertion économique de la profession reste de type traditionnel, la deuxième implique une diversification de l'activité architecturale. Si l'insertion de l'architect demeurait identique à celle du passé, l'expansion de la profession ne serait ni plus ni moins que celle de l'investissement immobilier. Il est donc primordial de connaître l'évolution probable de cet investissement; pour ce faire, des projections de l'investissement ont été réalisées/The aim is to explore the future of the profession, using two conflicting hypotheses: the first assumes that the economic insertion of the profession will continue along traditional lines, the second implies a diversification of architectural activity. If the insertion of the architect remains the same as in the past, the expansion of the profession will be neither more nor less than that of investment in buildings. It is thus crucial to know the probable development of this investment; to this end, investment projections have been made. c) Déc. 1978. d) Ricardo Vergès-Escuin, Fac. de l'aménagement, Université de Montréal. f) UNESCO, 1, rue Miollis, 75015 Paris, France.

B30 a) Feasibility study for an energy technology program. b) In conjunction with the Québec government, to define an energy technologist and determine the job potential in industry at present and possible future projection. c) July 1979. d) Pierre Christin, George McKiel, Philip Lancaster, Bernie Shipton and John Bryson, John Abbott College, P.O. Box 2000, BA 301, Ste-Anne-de-Bellevue, Que. H9X 3L9.

B31 a) Space planning standards: a review. b) Literature review of comparative information on space factors presented in the context of more than a decade of experience at the University of Calgary in the evolution of space planning and allocation techniques and procedures. c) 1978. d) W.P. Kelly, Office of

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Institutional Research, University of Calgary.

B32 a) Space scheduling alternatives. b) To examine alternative classroom scheduling patterns with a view to determine whether certain classroom space may be put to alternative use. c) 1978. d) E.A. Hillman, Office of Institutional Research, University of Calgary.

B33 a) Modèle de prévision de clientèle à long terme. b) L'objectif est d'élaborer un modèle informatisé (programmation APL) de prévision de clientèles à long terme (20 à 25 ans) pour chacune des constituantes de l'Université du Québec. La programmation du modèle devra avoir les caractéristiques suivantes: permettre une mise à jour annuelle de l'information utilisée; permettre de simuler facilement l'impact sur les clientèles futures de multiples hypothèses des principaux paramètres. Le modèle vise à prévoir les clientèles de chaque constituante selon les caractéristiques suivantes: l'âge; le régime d'études; le nombre d'étudiants et de cours-étudiants sur le campus et hors du campus. Ce modèle sera élaboré selon deux démarches principales que l'on tentera de réconcilier au niveau des hypothèses par réitération: une démarche basée sur les taux de fréquentation de la population des divers groupes d'âge du bassin principal de recrutement; une démarche basée sur les taux d'attraction des finissants des institutions de niveaux scolaires inférieurs et des taux de persévérance selon la durée des nouveaux inscrits. La première démarche exige l'utilisation de prévisions de la population par âge de chaque région desservie, la deuxième démarche celle de prévisions de clientèles des institutions collégiales. c) Oct. 1978. d) Michel Robillard, Service de la recherche institutionnelle, Université du Québec.

B34 a) The development of faculty utility functions and power indices. b) The use of hard data and structured interviews to develop a utility function and then indices to indicate the ability to influence decision on budgetary and academic matters. c) Jan. 1978. d) W.G. Nediger, Fac. of Education, University of Western Ontario.

B35 a) Student traceback model. b) To develop and test a student traceback model (STM). For any specified group of students in one session the STM determines academic program parameters and student characteristics which identify the group in a previous session. Its potential use is to encourage restudy of many traditional questions related to curricular planning, student characteristics as predictors of various outcomes and departmental vis-a-vis institutional decision making. STM is seen as the dual of the more familiar student flow model and as an analytical tool is useful as a data manipulator/processor or as a conceptual framework for research on specific informational support questions. c) 1979. d) B.S. Sheehan, Office of Institutional Research, and Barbara J. Hillman, Registrar's Office, University of Calgary.

B36 a) Study of tuition and incidental fees. b) The study determined existing policies and practices of Ontario universities and colleges regarding tuition and incidental fees and the opinions of different groups concerning these policies and practices. A simulation model was developed to assess the impact on students, institutions and government of different fee policies. c) Jan. 1979. d) P.S. Ross & Partners. f) Results obtainable from Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1B8.

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See also/voir aussi:

A15 A survey of research in the postsecondary institutions in the Maritime Provinces.

A18 Issues in higher education.

A28 University governance and organization for innovation.

A36 The future policy environment for postsecondary education in Ontario: implications of youth employment patterns and political attitudes.

A44 An analysis of the granting policies of the National Research Council 1964-1974.

A45 Review 1975-1976 to 1977-1978. An uncertain future.

C44 A census of industrial relations and human resource management education in Canadian universities.

C53 Assessment of the impact of a graduate program upon the performance and activities of health care professionals.

C74 Using the concept of network to rethink education and manpower planning for the social services, with special reference to Canada.

C76 Graduate education policies in occupational therapy.

D1 An exploratory study of the use of resources to control college staff.

D2 Ontario faculty mobility study.

D16 Mandatory retirement.

D17 Comments on the "Draft Canadian Human Rights Pensions and Insurance Regulations".

D18 A study of educational leave policies for Canadian universities.

E3 Tuition fees in postsecondary education.

E10 Education and employment of youth: a background paper.

E11 The link from education to the labor market: the role of postsecondary educational institutions in Ontario.

E19 Les clientèles universitaires (annuel - session d'automne).

E24 Enrolment patterns and academic performance of women students at the University of Alberta.

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E40 Computerized Heuristic Occupational Information and Career Information Exploration System (CHOICES): evaluation report.

E41 The effectiveness of CHOICES and its interface with SGIS.

E47 Diplômés de l'Ecole des Hautes Etudes Commerciales vs économie québécoise.

E48 The use of a bachelor's degree in sociology: careers of recent graduates of a Maritime university.

E50 Analysis of year I enrolment.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Models for improved efficiency in a multidisciplinary teaching environment. b) An earlier study has shown that the special facility known as the Clinical Learning Centre and volunteer patients are effective and acceptable for learning clinical skills by medical students. The present project documents successful learning of clinical skills in this facility by other health science disciplines and demonstrates the facility's use as a controlled setting for the development of models for increasing the efficiency of health science education, through the use of videotape, peer review and non-professional teachers. c) March 1978. d) A.M. Bryans, Health Sciences Office of Education, Queen's University.

C2 a) An appraisal of teaching in the health sciences at Queen's. b) Project designed to produce, by questionnaire and interview, a description of the current status of teaching in medicine, nursing and rehabilitation therapy at one university, employing methods which may prove informative for repeated application over time and effective in a variety of settings. c) Dec. 1979. d) A.M. Bryans (see above).

C3 a) Practices of laboratory course revision in Ontario chemistry departments. b) Survey of 10 Ontario universities, covering reasons for offering labs, time allotted and changes therein, causes of change in lab courses, and other aspects of current practice in offering labs. Report, 24 p., $2.00. c) July 1978. d) G.F. Atkinson, Dept. of Chemistry, University of Waterloo.

C4 a) La didactique des sciences par contrat. b) Le projet a débuté par une recherche succincte du contenu du cours de didactique des sciences; ce contenu a été rédigé en trois paliers: l'information, les applications et les créations. Ensuite, une stratégie contrat a été ajoutée à ce cours et une recherche d'évaluation du cours a été entreprise et terminée. c) Jan. 1978. d) Marthe Demers, Fac. des sciences de l'éducation, Université de Montréal. f) *La revue canadienne de l'éducation*, vol. 3, no. 2, 1978.

C5 a) Measurement: social research strategies and their relevance to grading. b) The paper suggests that some of the sociological research strategies and techniques which have been developed to render more accurate the process of measurement and to diminish the error component, be applied directly to grading which is also a process of measurement. c) 1978. d) R. Alan Hedley, Dept. of Sociology, University of Victoria. f) *Teaching Sociology*, Vol. 6, No. 1, Oct. 1978, pp. 21-29.

C6 a) Performance of McMaster medical school graduates during the first postgraduate year. b) Performance ratings obtained from clinical supervisors in the first postgraduate year are used to assess the quality of the new McMaster medical curriculum and compare McMaster graduates with fellow interns

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from other Canadian medical schools. c) March 1981. d) C.A. Woodward, C.B. Mueller and R.G. McAuley, School of Medicine, McMaster University.

C7 a) Banque de questions à choix multiples sur ordinateur en obstétrique-gynécologie. b) Le travail vise à enregistrer sur bande magnétique, 1000 questions d'examen à choix multiples, ayant une correspondance étroite avec les objectifs du curriculum pré-gradué. Ces objectifs et questions sont classifiés selon les niveaux taxonomiques et groupés de façon séquentielle en regard de la solution de problèmes cliniques. La banque servira à l'évaluation formative des étudiants. c) Mai 1978. d) Julien Lord et Jacques Van Campenhout, Hôpital Notre-Dame, 2065, Alexandre Desève, Montréal, Qué. H2L 2W5; Huguette Bernard et Serge Normand, Service pédagogique, Université de Montréal.

C8 a) Application of computer systems to teaching and evaluation of certain aspects of anaesthetic practice. b) Computer-based multiple-choice question/explanation programs and patient management problems are being used in a comparative study of learning for medical students and family practitioners receiving instruction in certain theoretical aspects of anaesthetic practice. c) April 1979. d) J.W.R. McIntyre, Dept, of Aneasthesia, University of Alberta Hospital, Edmonton, Alta. T6G 2B7. f) Proceedings of International Federation of Information Processing, University of Bordeaux, France, 1979.

C9 a) Development of computer-based clinical simulations for continuing medical education in anaesthesia. b) Development of a third generation of computer-based patient management problems in the field of anaesthesia with an additional education component. c) June 1980. d) J.W.R. McIntyre (see above).

C10 a) Etudes des relations entre des styles cognitifs, des stratégies d'enseignement et des méthodes d'évaluation. b) A partir du cadre conceptuel des styles cognitifs tel que développé par Witkin et ses collègues, deux stratégies d'enseignement ont été élaborées en vue d'explorer la possibilité d'égaliser les performances de sujets différents sur le plan de la dépendance-indépendance à l'égard du champ. De plus, les relations possibles entre ces styles cognitifs et deux modes d'évaluation de l'apprentissage (structuré - non structuré) ont été étudiées. Les sujets étaient des étudiants universitaires de premier cycle. c) Mai 1979. d) Guy Provost, Dépt de technologie de l'enseignement, Université Laval.

C11 a) Creation of a computer-assisted instruction program for CAI coordinators and related personnel at CAN-7 implementation sites. b) Creation of a small set of CAI lessons focusing on routine tasks of CAI coordinators which could be used in the new CAI installations outside Ontario and by those involved in the Ontario network. The project would generate two versions (for the DEC system - 10 and the Burroughs B6700-B6800 implementations) of CAI lessons to explain and provide practice in routine procedures and tasks. c) April 1979. d) Evonnah Sakamoto and David Oakes, Ontario Institute for Studies in Education.

C12 a) The gerontology and geriatric content of baccalaureate programs in physical and occupational therapy in Canada. b) Study to provide information on the content of physical and occupational therapy curricula regarding topics in gerontology and geriatric medicine; to identify which areas are stressed,

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the amount of time spent in each topic and whether clinical practice in this field is a required part of the curriculum; and to note whether students are exposed to subject matter in courses offered within rehabilitation medicine or in courses taken elsewhere in the university. A comparison between nursing and rehabilitation therapy curricula is planned. c) March 1979. d) B. Pickles, Fac. of Rehabilitation Medicine, University of Alberta; Jessie Mantle, Fac. of Nursing, University of Western Ontario.

C13 a) Education for health services administration: an examination of met and unmet needs. b) An investigation of graduate and undergraduate programs in health services administration in Canadian, US and other universities to assess how far identified needs of administrators are being met and the extent of unmet needs. To satisfy most identified unmet needs, a proposal is made for a national Canadian system of health services administration degrees at baccalaureate and graduate levels and for a staff college. c) Dec. 1978. d) W.R. Crowe, School of Business Administration, Lakehead University. f) MEd thesis to be submitted early 1979.

C14 a) Professors' perceptions of their teaching roles and how teaching might be improved. b) Professors will be interviewed to determine their perceptions of the teaching/learning process, their role (and the student's role) in that process, what might be improved in their teaching and what kind of resources for improvement they might take advantage of. The study aims at producing guidelines for instructional improvement activities in postsecondary education and providing descriptive data on professors as teachers. c) July 1979. d) George L. Geis, Centre for Learning and Development, McGill University; Ron Smith, Dept. of Mathematics, Loyola Campus, Concordia University.

C15 a) Enquête sur l'intégration de l'audio-visuel en situation d'apprentissage. b) Rapport final (74 p.) comprenant un bilan de dix années d'audio-visuel dans les collèges: perception et utilisation de l'audio-visuel par les professeurs et les étudiants, recommandations sur les actions à mener, modèles d'intégration de l'audio-visuel dans le processus enseignement-apprentissage, et recommandations sur la formation et l'encadrement des utilisateurs. c) Nov. 1978. d) Roland Geiser et Nicole Côté, GEGEP St-Jean-sur-Richelieu, 30, boul. du Séminaire, Saint-Jean, Qué. J3B 5J4; Eduardo Brito, GEGEP Bois-de-Boulogne; Ginette Clément, CEGEP Saint-Laurent; André Deschamps, CEGEP Bourgchemin; Jean Lortie, CEGEP Ahuntsic; Richard Martin, CEGEP du Vieux-Montréal. e) Roland Geiser.

C16 a) Evaluation ponctuelle et systématique du baccalauréat d'enseignement professionnel (BEP) à l'Université du Québec à Montréal. b) Fondé sur une pédagogie de situation, le BEP propose à l'étudiant un cheminement obligatoire, mais le contenu de la formation est décidé par l'étudiant (maître en exercice) lui-même à l'aide d'un conseiller permanent. L'évaluation consiste à recueillir des informations, par interviews et questionnaires, sur la perception des objectifs, les moyens de les atteindre, la participation des étudiants à cheminer à travers ce programme, la motivation à poursuivre leurs études et le rôle des activités et des intervenants. c) Déc. 1979. d) Marcel Lavallée, Normand Wener, Robert Morissette, Jean-Guy Sabourin et Réginald Trépanier, Groupe de recherche en évaluation des curriculum, Université du Québec à Montréal.

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C17 a) Self-instruction unit for library users. b) The unit consisting of a "caramete" type slide projector, slide transparencies with examples from subject-related bibliographic tools, graphs/cartoons and audio-tape will provide library instruction in a modularized self-paced form. The first unit, aimed at psychology undergraduates, will be located in close proximity to the psychology reference tools in order to provide point-of-use instruction; other units will follow. c) Summer 1979. d) M.E. Dahms, Library, University of Guelph.

C18 a) Responsiveness as a teacher characteristic in postsecondary education. b) Seven teachers in the Faculty of Nursing, University of Alberta, cooperated in field testing an instrument to measure (through classroom observation) teacher responsiveness against designated checklist criteria. The verbal and non-verbal behaviors listed ranged from low to moderately high inference items. Eighteen hours of observation time generated data indicating the potential usefulness of this tool (after further testing and refinement) in the interest of enhancing instructional accountability in postsecondary educational settings. c) April 1978. d) Winnifred C. Mills, Fac. of Nursing, and D.A. MacKay, Fac. of Education, University of Alberta. e) Winnifred C. Mills.

C19 a) Développement et application d'un système d'analyse de besoins dans le but d'élaborer, d'implanter et d'évaluer un programme de formation de personnel en technologie de l'enseignement. b) Le projet a pour but de vérifier l'hypothèse affirmant qu'il existe un décalage réductible entre les habiletés développées par des programmes de formation et de perfectionnement des maîtres et celles requises par les enseignants pour affronter la réalité scolaire. Pour ce faire, on travaille à développer une méthodologie et des instruments qui permettent de mesurer les besoins propres à un milieu donné et qui soient adaptables à tous les secteurs et niveaux de l'enseignement général et professionnel. On tient aussi à ce que les étudiants diplômés s'initient à l'utilisation de cette méthodologie et de ces instruments pour les appliquer dans leur futurs milieux de travail. c) Mai 1979. d) Jacques Lapointe, Dépt de technologie de l'enseignement, Université Laval.

C20 a) Self-guided teaching methods for all introductory programming courses. b) To establish a method for teaching introductory programming courses that will accommodate all university students regardless of what language they learn, with a minimal use of faculty and other resources. d) Doreen Godwin and T.D. Sterling, Dept. of Computing Science, Simon Fraser University. f) Manuscript in preparation.

C21 a) An integrated universal curriculum in computer science. b) To create a set of core courses designed to satisfy at some levels most if not all the demands made on it by a university. d) T.D. Sterling and J.J. Weinkam, Dept. of Computing Science, Simon Fraser University. f) *A single-track universal curriculum for computing science.*

C22 a) Project RISE (research in supervisor education), phase III. b) Evolved out of three-years work with supervisors, the project explores the hypothesis that supervisory behavior is related to two characteristics of supervisees and to the supervisors' responses to them. The characteristics are the supervisee's learning style and his preferred representational system (i.e. the manner in which experiences are encoded and decoded: auditory, visual,

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kinesthetic or digital/cognitive). "Good" supervisory behavior, it is hypothesized, may result from either a supervisor using the preferred learning style and representational system of the supervisee or assisting the supervisee to use a less preferred style. To see if supervisors with strong preference for a particular learning style and representational system use other styles when working with supervisees and to what extent they are successful with supervisees with a strong preferende different from their own, audio-recordings of about 48 supervisor-supervisee sessions will be analysed and interviews with participants will be held. It is thought that the findings can be generalized from the supervisor-supervisee situation to the broader teacher-learning one. It is anticipated to produce a handbook or kit as an instructional aid and to hold workshops in conjuction with its development. c) April 1979. d) David Abbey, Ontario Institute for Studies in Education.

C23 a) Improving comprehension in learning-disabled students. b) Normal and learning-disabled readers will read a series of text passages with either adjunct questions inserted before paragraphs, adjunct questions inserted following paragraphs, summarizing statements inserted following paragraphs, or unaided text. Half of each group will receive pre-training on how to use the adjunct aid. Multiple-choice tests of passage content will gauge students' comprehension. c) Oct. 1979. d) Philip H. Winne and Bernice Y.L. Wong, Fac. of Education, Simon Fraser University.

C24 a) Equating nominal and effective stimuli in adjunct questions, advance organizer and instructional objectives studies. b) Prior studies on the effects of aids to learning (adjunct questions, advance organizer, instructional objectives) from text materials will be replicated. Original treatments will be supplemented with pre-training to ensure subjects understand how to use the learning aid. Postmeasures of learning will employ both recognition (multiple choice) and recall methods to gauge quantitative and qualitative aspects of the acquisition of material. c) Dec. 1979. d) Philip H. Winne (see above).

C25 a) Application de l'approche systémique à l'enseignement de la philosophie au collégial. b) Etude et expérimentation de l'approche systémique, de ses implications pédagogiques et de ses applications possibles dans l'enseignement de la philosophie au niveau collégial. Le but est de favoriser chez les étudiants le développement d'une vision transdisciplinaire qui leur permette de mieux intégrer les connaissances acquises de façon fragmentaire dans les différentes disciplines constituant leur programme. c) Juin 1979. d) Marcel Goulet, Denis-Claude Paris et Serge Simard, Dépt de philosophie, Collège de Shawinigan, C.P. 610, 2263, boul. du Collège, Shawinigan, Qué. G9N 6V8.

C26 a) Uniformisation de l'évaluation des cours d'hématologie en techniques de laboratoire médical. b) Le projet a pour buts la formulation d'objectifs généraux et spécifiques pour tous les cours d'hématologie, banque de sang et coagulation, et l'élaboration d'un guide d'évaluation des étudiants à partir des objectifs facilement mesurables. c) Juin 1979. d) Pierre Choquette, 2335, rue Alphonse Desjardins, Trois-Rivières, Qué. G8Z 1B6. e) Service expérimentation et développement pédagogiques, Collège de Shawinigan, C.P. 610, 2263, boul. du Collège, Shawinigan, Qué. G9N 6V8.

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C27 a) Evaluation of basic science options program at McGill undergraduate medical education. b) Evaluation, with respect to educational, attitudinal and organization variables, of an innovative program which introduced basic sciences in the final year (for three months) of the undergraduate medical curriculum. Both students and faculty were used as subjects. The program was found to be a success in terms of learning achievement, organization and attitudes towards basic sciences. c) Oct. 1978. d) Vimla Patel and H.M. Scott, Centre for Medical Education, and Patricia Cranton, Centre for Learning and Development, McGill University. f) *Research in Medical Education*, Oct. 1978.

C28 a) Study of clinical clerkship program using multidimensional evaluation system. b) Evaluation of McGill University's clinical clerkship program, using different assessment methods, in the following training areas: cognitive measurement, interpersonal skill assessment, physical examination and history taking, and student attitude towards health care. c) Dec. 1979. d) Vimla Patel and Patricia Cranton (see above); H. M. Scott, Fac. de médecine, Université de Sherbrooke.

C29 a) Development of abstract thought in students. b) Attempt to learn if student ability to solve original problems in chemistry increases during a first-year course. c) June 1979. d) R.R. Martin, Dept. of Chemistry, University of Western Ontario.

C30 a) Projet de guide opérationnel du développement des programmes de 2e cycle soumis à la consultation des universités par le Conseil des universités. b) Etude sur l'importance, les objectifs et la nature des programmes d'études de 2e cycle. Rapport, 77 feuilles, annexes. d) 1977. d) Serge Lapointe, Coordination des études avancées et de la recherche, Université du Québec; Lorenzo Roy, Bureau de la recherche institutionnelle, Université Laval.

C31 a) Relation enseignants-enseignés dans l'apprentissage des mathématiques. b) Etablir la relation entre la perception étudiante de la relation enseignants-enseignés et la méthode de travail, l'attitude face aux mathématiques et l'acquisition des connaissances. Etablir s'il est préférable de modifier les attentes des étudiants ou la relation enseignants-enseignés. c) Juin 1979. d) Albert Noircent, 357 est, rue Ste-Anne, Alma, Qué. G8B 4A1.

C32 a) Evaluation of a revised undergraduate medical curriculum. b) Through a series of measures obtained before and after a revision in the undergraduate curriculum, an attempt is made to gauge the effectiveness of some widely advocated reforms in medical education. Specific studies are made of the effects of a reduction in formal core instruction, an earlier introduction to clinical medicine, and a less rigid curriculum structure with greater emphasis on interdisciplinary teaching in undergraduate years. c) 1979. d) J.E. Molineux, Office of Health Sciences Educational Development, and J.M. Wanklin, Dept. of Epidemiology and Preventive Medicine, University of Western Ontario.

C33 a) Evaluation of diploma nursing programs. b) Assessment of the performance of 1977 graduates of diploma nursing programs in Ontario Colleges of Applied Arts and Technology to determine the relationship between performance capabilities and employer expectations. c) April 1978. d) A.R.A. Consultants Ltd., 151 Bloor St. W., Suite 620, Toronto, Ont. f) Results obtainable

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from Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1B8.

C34 a) Development and validation of a new instructor evaluation instrument. b) The new instrument is based on the already validated Behavior Description Index, an evaluation instrument based on critical behavior events, which demonstrated very promising rating characteristics, e.g. low halo, low central tendency, high reliability and validity, and a very high information content. The new approach, validated as a performance appraisal instrument for Canadian banks, will be tested as an instructors evaluation instrument. c) In progress. d) Hermann F. Schwind and Hari Das, Fac. of Commerce, Saint Mary's University.

C35 a) Evaluation individualisée dans une formule d'auto-instruction. b) Elaboration d'une banque de questions issues des objectifs comportementaux exprimés dans les différents modules du cours d'initiation aux moyens audio-visuels, établissement des profils différenciés des cheminements de chacun des étudiants, élaboration d'un questionnaire personnalisé à partir de la banque de questions et des profils pré-établis, correction automatisée des questionnaires personnalisés, conservation et accessibilité des données en vue de l'évaluation des étudiants, du cours, de la formule utilisée. c) Juin 1979. d) Bernard Lachance, Fac. des sciences de l'éducation, Université Laval.

C36 a) Application des résultats de la recherche en programmmation télévisuelle pour la mise en forme de documents TV pour l'enseignement. b) Analyse et évaluation du document expérimental II (Initiation au langage cinématographique); élaboration d'une structuration systématique du contenu en vue d'expérimenter l'efficacité de plusieurs stratégies de mise en forme en fonction d'un apprentissage individualisé ou par petit groupe; application de l'évaluation formative durant tout le développement. c) Juin 1980. d) Philippe Marton, Fac. des sciences de l'éducation, Université Laval.

C37 a) Modalités d'extraction d'information de l'image fixe et animée. b) Tel que suggéré par Gropper, l'image pédagogique est habituellement utilisée à trois fins particulières: illustrer des concepts abstraits ou difficilement verbalisables, mettre l'emphase sur des points essentiels, agrémenter la présentation. La recherche se situe davantage au premier niveau celui de pouvoir fonder un apprentissage sur une présentation strictement visuelle ou scriptovisuelle et ceci en tentant de déterminer les propriétés significatives d'illustrations à contenus abstraits on difficilement verbalisables. c) Juin 1980. d) Jean-Maurice Fleury, Fac. des sciences de l'éducation, Université Laval.

C38 a) Recherche d'intégration d'une analyse de besoins au développement et à l'application d'un programme de nature professionnelle au niveau du deuxième cycle universitaire. b) Le projet a pour but de développer une partie des instruments pédagogiques nécessaires à la formation des spécialistes en information documentaire, et de trouver des méthodes adéquates pour un enseignement professionnel, de niveau maîtrise, avec de grands groupes d'étudiants (70 en moyenne) qui viennent de milieux très disparates et qui ont des formations très diverses. c) En cours. d) Marcel Lajeunesse, Alain Perrier et Daniel Reicher, Ecole de bibliothéconomie, Université de Montréal. e) Daniel Reicher.

C39 a) Relevé des activités d'enseignement (annuel). b) Le nombre de

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cours, d'inscriptions et de crédits par trimestre et selon l'université, le niveau, les familles de disciplines. c) Variable. d) Service études et information, Direction générale de l'enseignement supérieur, Ministère de l'Education, 1035, rue de Lachevrotière, Québec, Qué. G1T 5A5.

C40 a) A study of problem solving in chemistry. b) To determine the processes used by introductory university students in solving chemistry problems, involving traditional types of information such as solutions and paper-pencil tests. Interviews are used to determine the motivations for actions used in solving problems. An analysis system involving modified systemic networks is developed to code the information obtained and to find similarities and differences in the way different students solve problems. c) In progress. d) H.G. Elliott, Chemistry Dept., Memorial University; P.J. Black, Centre for Science Education, Chelsea College, University of London.

C41 a) Formation et pratique en psychologie: étude d'un modèle de compétence. b) Depuis quelques années, les sciences humaines et en particulier la psychologie sont sérieusement questionnées en termes de leur efficacité et de leur rentabilité. Pareilles interrogations ont conduit certains chercheurs à souligner la nécessité d'examiner attentivement les programmes de formation universitaire et la pratique des sciences humaines. Alors il ne s'agit pas seulement de déterminer ce que le psychologue doit connaître mais plus encore, il faut déterminer les compétences qu'il doit posséder poun être efficace concrètement. c) Mai 1979. d) Conrad Lecomte, Jacques Perron et Pierre Gendreau, Dépt de psychologie, Université de Montréal.

C42 a) Effets des styles de supervision sur l'apprentissage des habiletés requises dans l'intervention psychologique. b) Découvrir quelles sont les caractéristiques qui, chez le superviseur, vont favoriser les changements et les apprentissages pour qu'un étudiant devienne un conseiller efficace. c) Mai 1979. d) Dollard Cormier et Conrad Lecomte, Dépt de psychologie, Université de Montréal.

C43 a) The future of management and management education in the 1980s and 1990s: the Canadian case. b) Report on the April 1978 Banff Conference. Study of possible futures facing managers and the appropriate educational structures and content to meet those needs. c) Feb. 1979. d) Alf Chaiton, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

C44 a) A census of industrial relations and human resource management education in Canadian universities. b) Census of industrial relations courses, teaching personnel and student enrolment. c) March 1979. d) David Keys, Maggie McGroarty and Anne Webb, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

C45 a) Fracture education in engineering. b) Paper presented at the May 1978 Canadian Conference on Engineering Education, describing the results of an international survey of university faculty concerned with the teaching of fracture, primarily in departments of engineering or metallurgy. Different approaches to teaching are discussed and related to aspects of the psychology

of learning. c) May 1978. d) C.K. Knapper, Teaching Resource Person, and D. Sidey and D.M.R. Taplin, Dept. of Mechanical Engineering, University of Waterloo.

C46 a) Learning and teaching in the twenty-first century: the need for a new psychology of education. b) Paper presented at the 1978 Munich Conference of the International Council of Psychologists, arguing that the main challenge of education in the future will be to equip students with lifelong learning skills, rather than to impart factual information or techniques which may rapidly become redundant. It is suggested that a major task for psychology in the future will be to develop an adequate understanding of adult learning and how to facilitate the mastery of lifelong learning skills. c) July 1978. d) A.J. Cropley, University of Hamburg; C.K. Knapper (see above).

C47 a) Evaluation and teaching: beyond lip-service. b) The paper argues that although excellence in teaching is a major objective for most universities and the use of instructor rating forms is widespread in North America, the results of such evaluations are not taken seriously by many faculty and administrators. One reason is that such instruments have dubious validity as measures of student learning. An alternative, more comprehensive approach to instructional evaluation - labelled the "teaching dossier" - is described. c) July 1978. d) C.K. Knapper (see above). f) *Proceedings of the Fourth International Conference on Improving University Teaching*, Aachen, July 1978, pp. 1122-28.

C48 a) Fashions in instructional development. b) Paper describing different approaches to instructional development employed in university settings in Canada, USA, Australia, New Zealand and Western Europe. c) July 1978. d) C.K. Knapper (see above). f) *Proceedings of the Fourth International Conference on Improving University Teaching*, Aachen, July 1978, pp. 1327-34.

C49 a) Expérimentation d'un modèle d'approche systémique dans l'enseignement télévisé. b) Objectifs: améliorer l'apprentissage, i.e. viser un maximum d'apprentissage dans un minimum de temps; individualiser l'enseignement; répondre à une clientèle située dans divers milieux. Méthodologie: expérimenter un modèle de planification de l'enseignement qui comprend sept composantes; diffuser les enseignements dans une formule modulaire télévisée; procéder à l'évaluation sommative de tout le modèle. Disciplines concernées: administration scolaire, sociologie de l'éducation, technologie éducative. c) Mai 1980. d) Raymond Paquin, Paul Laurin, Jean-Claude Boudreault et Jacques Rainville, Université du Québec à Trois-Rivières. f) Les résultats seront publiés dans *Revue des Sciences de l'Education*.

C50 a) Problem-solving skills in undergraduate education. b) Data were collected over four years (1974-1978) to identify the problem. A professor became a student again, followed a group of students through a four-year undergraduate program and observed the development of problem-solving skills. Curriculum and teaching-learning techniques are currently being revised to overcome difficulties observed. c) 1981. d) D.R. Woods, C.M. Crowe, J.D. Wright and T.W. Hoffman, Dept. of Chemical Engineering, McMaster University. f) Various articles and publications.

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C51 a) Writing centre demonstration project. b) Pilot project in which students experiencing difficulty completing written assignments will be able to access English language tutors, who will be available in the library during peak user periods and provide tutoring assistance to individual students or small groups. c) July 1979. d) Shelly Birnie-Lefcovitch and Don Amichand, Counselling and Student Resource Centre, Mei-Fei Elrick, Office of Educational Practice, Gerry Rubio, Dept. of English, Mark Waldron, Continuing Education, and Bernard Katz, Library, University of Guelph. e) Shelly Birnie-Lefcovitch.

C52 a) Drugs and alcohol program summer 1978: evaluation report. b) Examination of a special drugs and alcohol education program for a selected student group during the regular 1978 summer session, the development of the course, course outlines and student reactions. Some information on available resource materials is included. c) Sept. 1978. d) F.C. Rankine, Fac. of Education, University of New Brunswick.

C53 a) Assessment of the impact of a graduate program upon the performance and activities of health care professionals. b) Two studies to assess the impact of a masters program in the health sciences upon the performance of the graduates at the completion of the program and one year later. Study one involves pre- and post-testing to assess changes in knowledge, skills and attitudes. Study two involves a survey of graduates, their supervisors and peers and examines job/program related variables. c) Dec. 1981. d) D.J. Kergin, E. Feldman, E. Murray and C. Glanville, School of Nursing, McMaster University. f) Preliminary report in *Proceedings*, World Confederation for Physical Therapy, Tel Aviv, 1978 (in print).

C54 a) Effects of varying the detail of quiz feedback on subsequent exam performance. b) Students wrote weekly quizzes which they graded on completion to provide immediate feedback. Feedback detail varied according to the information provided on answer keys; simple feedback consisted of answers only, detailed feedback of both answers and an explanation of how they would be obtained. The relative effects of feedback detail on student performance is examined and the implications the results have for teaching strategies and the individualization of instruction are considered. c) Dec. 1978. e) Colin S. Davies, Dept. of Chemistry, Memorial University.

C55 a) Evaluation of student self-grading to facilitate immediate corrective feedback on quiz performance. b) To investigate the utility of a student self-grading procedure in a traditionally-taught university course to facilitate weekly testing and provide immediate corrective feedback on quiz performance. Design and logistics of a self-grading procedure, design of project materials and contingencies to maintain a high degree of grading accuracy are under evaluation. Evaluation of the project is based on student performance with respect to weekly quizzes, monthly review exams, a final exam and an attitude survey. Assessment of potential contributions of student self-grading to the design of instructional strategies and improving the efficiency of student learning in scientific subjects. c) Dec. 1978. d) Colin S. Davies (see above).

C56 a) Computer marking of exams from optically marked cards. b) Design of computer cards and programs (Fortran) for marking exams. While writing his exam the student marks his answers directly on specially designed cards which

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have been prepunched with his name, ID, course and exam form numbers. The system allows the addition of marks from tutor marked essay or short answer questions. Cards are read by an optical card reader; detailed tutor and student printouts are generated. c) Sept. 1978. d) R.A. Abell, D. Cowper, R. Robertson and D.G. Shale, Athabasca University. f) Paper entitled *A computorized system for supporting mastery-oriented instruction* to be presented at AERA, April 1979.

C57 a) Theory and practice in developing competency-based education curricula. b) Curricula developed according to the precepts of competency-based education (CBE) have resulted in programs similar to those developed in traditional ways. Some social, political and economic factors affecting the design and implementation of CBE curricula are identified and described from a literature review and an examination of case studies. Although it might be expected that attenuating the effects of these factors could result in purer forms of CBE curricula, an analysis of the development of a CBE program in a non-traditional institution indicates otherwise. The analysis raises serious questions about whether the CBE model can ever yield competencies that are generally recognized and applied and that result in a more logically consistent assessment of what people learn from the "educative process". c) Feb. 1979. d) E.J. Curtis and D.G. Shale, Athabasca University.

C58 a) The dilemma of educational objectives in higher and adult education. b) Examination of "philosophies" inherent in "objectives" and the suggestion that such an approach limits knowledge as a process. c) 1978. d) R.K. Jones, Athabasca University.

C59 a) Computer-managed instruction and its reciprocal effects on the systematic design of instructional materials. b) Discussion of the reciprocal effects a CAI or CMI system has on the authoring behavior of faculty, focusing on the TAIM system and its requirements for instructional planning. c) 1978. d) Dan O. Coldeway and Donald Cowper, Athabasca University. f) *Proceedings*, Canadian Information Processing Society, 1978.

C60 a) A comparison of a high and a low avoidance contingency used in a programmed, instructor-paced course in psychology. b) Research paper exploring the effect of two punishment contingencies on the rate and successful performance of undergraduates in a introductory psychology course. Also examined were their cognitive achievement on two cognitive levels: learning of concepts and of memory information. c) 1978. d) D.O. Coldeway (see above). f) Presented at 1978 National Society for Performance and Instruction meeting.

C61 a) Identification of personnel roles and interaction in instructional systems design. b) Paper discussing the roles and interactions necessary for the proper operation of ISD concepts in postsecondary education. c) 1978. d) Dan O. Coldeway (see above). f) Presented at the American Educational Research Association meeting 1978.

C62 a) Conducting task analysis: the effects of interpersonal dynamics. b) Paper discussing the variables influencing interpersonal dynamics during the task analysis interview process. It presents a dual process model of task analysis and introduces the interpersonal variables which influence the effectiveness

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of that model in actual operation. c) April 1979. d) Dan O. Coldeway (see above); Raymond V. Rasmussen, Fac. of Commerce, University of Alberta.

C63 a) An evaluation of the effect of instructional systems design in a university context. b) Review of a complex ISD model in place at Athabasca University, focusing on three major phases in the model and reviewing results of the model over the year 1978. c) April 1979. d) Dan O. Coldeway (see above).

C64 a) A definition of training in Canada Manpower Training Program and adult education. b) PhD thesis, University of Ottawa. c) Spring 1979. d) George Fotheringham, 462 Tweedsmuir, Ottawa, Ont. K1Z 5N9.

C65 a) An analysis of training and development programs offered to public servants by the Public Service Commission 1968-1974. b) PhD thesis, University of Ottawa. c) Spring 1980. d) Thérèse Sibiga, 510-2951 Riverside Drive, Ottawa, Ont.

C66 a) QUALTEP (Qualitative analysis of University of Lethbridge teacher education program). b) In order to develop a model for evaluating teacher education programs, QUALTEP conducts longitudinal studies to analyse relationships among five categories of variables (pre-education, selection, training, placement, work success) and traces education students from their pre-education days through five years of teaching. A data bank with approximately 400 variables on each of about 700 students serves as the basis for a number of studies within the QAULTEP umbrella; various studies have already been completed or are in progress. c) In progress. d) Vern Dravland, Myrna Greene, et al., Fac. of Education, University of Lethbridge.

C67 a) Relationships between success in a teacher education program and success in the teaching profession. b) For this study, 50 BEd teaching graduates who were in population II of the QAULTEP project (see C66 above) were selected at random. The major purpose is to develop a collection of variables which appear to be most valid and reliable for evaluating a teacher education program by identifying variables which appear to be important in determining success in the teaching profession, and by simultaneously examining these variables with respect to their importance in determining success within an education program. c) April 1979. d) Myrna Greene and Vern Dravland (see above). f) Paper to be presented at the American Educational Research Association Annual Meeting, San Francisco, April 1979.

C68 a) Educational development project. b) Seeking to provide some evidence for a workable model for educational development useful within and outside of OISE, the project will develop a focus for coordinating and maintaining existing Institute efforts related to institutional research and instructional development, and for identifying and developing activities not in progress presently but seen as priorities by appropriate subgroups in OISE. c) April 1979. d) Charles Pascal, Andrew Effrat, W.P. Olivier and Michael Fullan, Ontario Institute for Studies in Education.

C69 a) Creating and validating a test item data base for nursing curriculum

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in community colleges. b) Continuation of the development of a computer-based system for achievement testing for the nursing curriculum at Seneca College. This phase is concerned with expanding the item bank's role as an instructional resource through the use of additional feedback to students during and following the presentation of test items, and with introducing greater instructor control over the sequencing of items presented interactively to students. c) April 1978. d) W.P. Olivier and Graham Scott, Ontario Institute for Studies in Education.

C70 a) Computer-assisted test construction in nursing education, phase IV. b) Continuation of work on the development of a computer-based system for achievement testing for the nursing curriculum of Seneca College. c) April 1979. d) W.P. Olivier (see above).

C71 a) Evaluation of the education practicum program 1977-1978. b) Study of the University of Alberta's education practicum program to provide baseline data for evaluating new programs and to identify aspects of existing practica deemed satisfactory or requiring modification. Information was gathered from student teachers, faculty consultants, and teachers and administrators in Greater Edmonton school systems. Directions for program modification concerned a need for defining desired competencies, increasing the level of teaching responsibility from year one, increased integration with methods courses, clarifying roles of cooperating teachers and faculty consultants, more comprehensive summative and formative evaluation, and improved linkages with school systems. c) Oct. 1978. d) E.W. Ratsoy, G.R. Babcock and B.J. Caldwell, Fac. of Education, University of Alberta. f) *Program Evaluation Report No. 1*, Fac. of Education, University of Alberta.

C72 a) Organizational effectiveness in the education practicum program 1977-1978. b) Evaluation of the University of Alberta's education practicum program using concepts from the literature on organizational effectiveness. Respondents were Edmonton-area school teachers and principals, student teachers, faculty consultants and members, and representatives of provincial educational organizations. Findings relate to roles of practicum participants, satisfaction, adaptability/flexibility in the program, interorganizational relationships and efficiency. The study demonstrates the utility of a frame work drawn from literature on organizational effectiveness. c) Oct. 1978. d) E.W. Ratsoy, G.R. Babcock and B.J. Caldwell (see above). f) *Program Evaluation Report No. 2*, Fac. of Education, University of Alberta.

C73 a) Program accessibility project. b) Intended to increase accessibility of an established undergraduate social work program and, specifically, to make it more available to part-time students and students living outside of Winnipeg the project explores alternative delivery methods and attempts to implement some of these. It is hoped that the experience of altering an established delivery pattern will be of interest to other programs attempting a major curriculum change. c) March 1979. d) J.C. Ryant and Miriam Hutton, School of Social Work, University of Manitoba.

C74 a) Using the concept of network to rethink education and manpower planning for the social services, with special reference to Canada. b) The

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thesis (EdD, OISE) identifies a conceptual organizer, network, as a way of comprehending curriculum planning for education for the social services. Some implications for education and manpower are identified. c) 1978. d) Miriam Hutton, Continuing Education Division, University of Manitoba.

C75 a) Etude sur les styles d'apprentissage de l'étudiant adulte et les ressources documentaires audio-visuelles correspondantes dans un système ouvert d'apprentissage. b) Etude sur les systèmes ouverts en éducation. Le style d'apprentissage se définit par la manière dont l'étudiant prend conscience de son environnement, y forme une signification et devient informé. Chaque profil d'apprentissage, comme chaque étudiant, est donc différent. Aussi l'étudiant doit-il arriver à sa disposition des instruments qui lui permettent de tracer son profil d'apprentissage, afin de se diriger vers les situations d'apprentissage qui correspondent le mieux à ses caractéristiques individuelles. c) Août 1979. d) André Morin et Constantin Fotinas, Fac. des sciences de l'éducation, Université de Montréal.

C76 a) Graduate education policies in occupational therapy. b) Terms of reference: to survey the current status of graduate education in OT in Canada; to delineate the specialty areas that could sustain a master's program and to survey employment opportunities for its graduates; to review CAOT skills chart to identify areas requiring graduate education in order that these functions can be performed independently by occupational therapists; to survey up to ten major USA graduate programs for curriculum content and organization; to recommend a delineation of role functions for therapists with graduate as opposed to undergraduate education. c) June 1979. d) Micheline St. Jean and Raymonde Hachey, Ecole de réadaptation, Université de Montréal; Hajra Burton and Barbara Posthuma, Program in Occupational Therapy, University of Western Ontario. f) Results obtainable from Canadian Occupational Therapy Association, 4 New St., Toronto, Ont. M5R 1P6.

C77 a) Stage d'immersion en milieu médical clinique. b) La pertinence des enseignements médicaux n'est pas toujours perçue par les étudiants. Un bon nombre d'étudiants démontrent une démotivation progressive au fur et à mesure de l'avancement des études médicales conduisant à un taux d'attrition. Un contact précoce en milieu médical clinique modifierait-il ces attitudes? Au cours de l'été 1978, six étudiants ont vécu un stage spécial d'immersion clinique rattaché à des praticiens généraux; des sessions d'animation ont été organisées afin de renchérir les acquits du stage. A court terme du moins, les résultats sont les plus encourageants d'après les commentaires des étudiants stagiaires et leur production en cours de stage. c) Août 1978. d) Jacques Des Marchais, Fac. de médecine, Université de Montréal. f) Un rapport de 80 pages est disponible.

C78 a) Projet d'amélioration des programmes de 2e et 3e cycle en sociologie. b) Le projet a pour but d'évaluer l'ensemble des composantes du programme d'études graduées au département de sociologie de l'Université de Montréal, par biais d'une comparaison aux autres départements de sociologie nord-américains et en resituant le développement de la sociologie au Québec et son institutionnalisation dans le système universitaire québécois. Cette évaluation a conduit à la formulation de propositions de modifications et à leur réalisation concrète. c) Juin 1979. d) Louis Maheu, Dépt de sociologie, Université de Montréal; Manon Bourgeois, 277, Village Drive, Dollard des Ormeaux, Qué. H9B 1M8; Isabelle

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Perrault, 465, Ardwell, Montréal, Qué. H3P 1T8; Marcel Simard, 5508, boul. des Milles-Iles, Laval, Qué. H0A 1G0; Rock Bibeau, RR no. 4, chemin Bibeau, Sherbrooke, Qué.

C79 a) Transformation du cours de méthodologie sociologique dans un département de sociologie. b) A partir d'une banque de données portant sur la carrière professionnelle d'un échantillon de travailleurs au Québec, mettre au point une série d'exemples et de travaux pratiques afin de rendre plus efficace l'apprentissage de la méthodologie pour les étudiants du 1er cycle en sociologie. c) Mai 1978. d) Paul Bernard, Dépt de sociologie, Université de Montréal. f) *Manuel de méthodologie sociologique* (en préparation).

C80 a) Amélioration du système d'enseignement clinique par l'utilisation du système POMR comme un objectif d'apprentissage. b) Modifier le dossier médical utilisé actuellement pour les patients de l'hôpital de la faculté de médecine vétérinaire de façon à utiliser le système POMR (Problem Oriented Medical Record) qui exige de l'étudiant non seulement les connaissances médicales acquises au préalable, mais aussi une capacité de raisonnement, de synthèse et de déduction. L'analyse du dossier rempli par l'étudiant sert de critère d'évaluation de l'étudiant. La modification des dossiers est dirigée également vers la possibilité d'enregistrement de toutes les données. c) Juin 1979. d) Jean Flipo et Jean-Claude Panisset, Fac. de médecine vétérinaire, Université de Montréal, C.P. 500, Saint-Hyacinthe, Qué. J2S 7C6.

C81 a) A competency based approach to the definition of an occupation and the development of a curriculum from the definition. b) Selected staff from a number of target groups attended workshops where they were introduced to the competency based method of defining an occupation and applied this technique to developing curriculum in their individual field. An appraisal of the competency based approach for the definition of an occupation was carried out by members at the end of each workshop. c) Feb. 1979. d) F. Williamson and L.M. Morgan, Northern Alberta Institute of Technology, 11762-106 Street, Edmonton, Alta. T5G 2R1.

C82 a) Engineering design and drafting - perceptions of curriculum relevance. b) The purpose of the master's thesis was to determine the perceptions of graduates from engineering design and drafting technology regarding the applicability of course content to their jobs and to identify desirable subject matter not presently covered by the curriculum. c) Oct. 1978. d) Robert A. Juthner, Northern Alberta Institute of Technology, 11762-106 Street, Edmonton, Alta. T5G 2R1. f) McNally Library, NAIT, and University of Alberta Library.

C83 a) Development of a performance based training system for block II and III apprentice level cooking. b) Proposal describing a plan to develop the remaining "learning activity packages" for a continuous, self-paced, intake-exit curriculum for clients in the post-employment, blocks II and III apprentice program. c) March 1979. d) S. Dealhoy, College of Trades and Technology, Prince Philip Drive, St. John's, Nfld. A1C 5P7.

C84 a) Content revision and individualized approach to motor vehicle repair (mechanical) course. b) Investigation to determine the correctness of the premise that the problem of lack of standardization, and varying skill levels

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and theory development among students entering apprenticeship programs could be avoided by adoption of a universally accepted, performance-based, DACUM-styled chart up to and including all skills needed to the journeyman level. c) Nov. 1978. d) Everett Cross, College of Trades and Technology, Prince Philip Drive, St. John's, Nfld. A1C 5P7.

See also/voir aussi:

A7 The status of philosophy of education in pre-service teacher education programs in Canada.

A14 A history of higher education in Canada 1961-1980.

A16 The relation between research and teaching at the university level.

A21 A short season of reform: the Regina case, 1970-1978.

A38 A history of biblical studies in Canada.

A39 Teaching materials from across Canada, that are representative of advanced courses in social work research.

B23 Current issues in university management education/Problèmes actuels de l'enseignement de la gestion dans les universités.

B27 Evaluation of educational experiments on the Hermes satellite.

E1 Predicting MBA performance using expectancy models and locus of control orientation.

E14 Etude de la formation des intervenants auprès de personnes en difficulté d'adaptation.

E15 Special needs of accelerated university entrants.

F4 Confederation College outreach project.

F14 Telehealth teleconference system.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) An exploratory study of the use of resources to control college staff. b) Unpublished PhD dissertation, University of Alberta, investigating the use of very broadly defined resources as a means to control college staff. A typology of resources was developed, together with a classification of staff in relationships with the senior administrator of the college. This conceptual base emerged from scrutiny of the literature on power with some insights from social psychology. An interview schedule was used, followed by content analysis. d) D.H. Allan, 19 Hornby St., Beaumaris, Melbourne, Australia.

D2 a) Ontario faculty mobility study. b) Sample survey of 1700 full-time university faculty who changed jobs in either 1974 or 1976. Focus is on reasons for and cosequences of job mobility and on the movement of people between Canadian universities and between the university and other job sectors. c) Jan. 1979. d) Linda K. Moffat, Dept. of Sociology, University of Western Ontario. f) To be published by Ontario Ministry of Colleges and Universities.

D3 a) Evolution de la provenance des diplômes (PhD) d'enseignants universitaires au Canada, 1950-1976. b) Analyse quantitative; complément d'une étude entreprise en 1973-1974. c) Mai 1979. d) Brigitte Schroeder-Gudehus, Institut d'histoire et de sociopolitique des sciences, Université de Montréal.

D4 a) Quelques effets de la syndicalisation des professeurs sur les rôles et perceptions de groupes sélectionnés de participants: le cas de l'Univertisé d'Ottawa. c) Déc. 1978. d) S. Landry, Relations de travail, Université d'Ottawa.

D5 a) Multi-stage management training project. b) Department heads in educational institutions are required to assume a variety of management responsibilities with little or no pre-service management training and with limited, if any, provision for in-service training. The present project, undertaken at Mount Royal College with the cooperation of other Alberta community colleges, aims at developing a management training program and a process by which the skill of department heads can be systematically compared to the instructional needs and individualized learning events structured to remediate deficiencies. c) July 1979. d) Jeanette Demicell, Academic Affairs, Mount Royal College, 4825 Richard Road S.W., Calgary, Alta. T3E 6K6.

D6 a) Caractérisation des masses salariales du personnel professionnel des universités (annuel). b) Différentes caractéristiques de ce personnel: âge, sexe, classe d'emploi, université, disciplines, diplômes. c) Nov., chaque année. d) Service études et information, Direction générale de l'enseignement supérieur, Ministère de l'Education, 1035, rue de Lachevrotière, Québec, Qué. G1R 5A5.

D7 a) Faculty plans. b) The strategy and informational support to University Policy and Planning Committee evolution of faculty and major support

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unit plans within the context of the university development plan 1976-1985. c) 1978. d) E.A. Hillman, Office of Institutional Research, University of Calgary.

D8 a) Some characteristics of management faculty in 1979. b) Data on full-time faculty. c) Dec. 1978. d) Max von Zur-Muehlen, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

D9 a) Directory of faculty members of management and business administration schools in Canada. b) Listing of faculty by name, university and teaching specialization. c) Jan. 1979. d) Anne Scotton, Canadian Federation of Deans of Management and Administrative Studies, c/o Fac. of Administration, University of Ottawa.

D10 a) Observations of deans as individuals in organizations. b) Study involving "in situ" observation of three university deans to provide detailed information about some questions relating to the dean's role. c) April 1979. d) John Burns, Ontario Institute for Studies in Education.

D11 a) Instructional development: experimental project. b) The project is continuing to refine and administer course evaluation questionnaires designed specifically for course selection purposes, and developing staff evaluation and improvement strategies geared to individualized needs. Permitting students to make more informed choices and instructors to have access to course improvement strategies will contribute to a variety of broader concerns within OISE such as improving staff morale and facilitating further development of graduate education, and provide approaches potentially applicable to other institutions. c) April 1979. d) Charles E. Pascal, Ontario Institute for Studies in Education.

D12 a) AUCC Policy Manual No. 2: sabbatical leave policies in Canada. b) The manual contains the sabbatical leave policies of Canadian universities, an overview describing certain characteristics of sabbatical leaves, and charts comparing the institutions on the basis of 32 leave conditions and requirements. c) March 1979. d) Anne E. MacDonald, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1. f) AUCC Publications.

D13 a) CAUT Handbook, third edition 1979. b) Codification and consolidation of CAUT's guidelines, procedural norms and policy statements to August 1978, including a brief history of the organization's development and a list of officers, committees and services. c) March 1979. d) William Goede, Canadian Association of University Teachers, 1001-75 Albert St., Ottawa, Ont. K1P 5E7.

D14 a) Handbook on contract administration. b) Examination of four main aspects of the administration of collective bargaining contracts: effective internal structuring of an association/union, preparation for an arbitration, procedures at the arbitration hearing, and some legal aspects of arbitrations. c) May 1978. d) Geoff England, Fac. of Law, University of Calgary; Ian McKenna, Dundee, Scotland; Ted Bartley, Canadian Association of University Teachers, 1001-75 Albert St., Ottawa, Ont. K1P 5E7. e) Ted Bartley.

D15 a) A study of the status of women academics in Canadian universities.

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b) The report will accumulate the answers to questionnaires sent to various faculty associations and university presidents outside Quebec. The questionnaires attempt to discover particular problems for women academics. Priorities and possible proposed actions will be discussed. c) April 1979. d) Norma Bowen, Dept. of Psychology, University of Guelph; Robert Léger, Canadian Association of University Teachers, 1001-75 Albert St., Ottawa, Ont. K1P 5E7. e) Robert Léger.

D16 a) Mandatory retirement. b) The brief to the Special Senate Committee on Retirement Age Policy will describe certain aspects of pension plans in Canadian universities and analyse the opinions of university teachers and faculty associations on the questions of mandatory retirement, vesting, portability and equal payouts to men and women. c) Feb. 1979. d) Robert Léger (see above).

D17 a) Comments on the "Draft Canadian Human Rights Pensions and Insurance Regulations". b) Response to a draft working paper by the Canadian Human Rights Commission on regulations concerning pension and life insurance. The study concentrates on the issue of sexual discrimination in pension benefits and premiums, and advocates that both sexes should have the same annual benefits and premiums. c) Dec. 1978. d) Robert Léger (see above).

D18 a) A study of educational leave policies for Canadian universities. b) The paper, to be presented to the Adams' Commission of Inquiry on Educational Leave and Productivity, will examine criteria for justification of educational leave, advantages and disadvantages of such schemes for university faculties and administrations, and current implementation procedures at various institutions. c) April 1979. d) Donald C. Savage and Ron Levesque, Canadian Association of University Teachers, 1001-75 Albert St., Ottawa, Ont. K1P 5E7.

D19 a) Ontario university benefits survey, part I (all benefits excluding pensions). b) A 52-page report containing data on benefit programs of Ontario universities: maternity leave, Ontario and supplementary health insurance, long-term disability, sick leave, life insurance, survivor benefit, dental plan, post-retirement benefits, vacation entitlement, sabbatical leave, housing loans, free tuition, parking, access to athletic facilities. c) Dec. 1978; to be published annually. d) McMaster University and University of Western Ontario. f) Published by Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

D20 a) Ontario university benefits survey, part II (pension). b) A 38-page report containing data on pension plans in Ontario universities: type of plan; eligibility; contributions by members and universities; benefits on normal retirement, early retirement, termination and death; management; status; etc. c) Feb. 1979; to be published annually. d) University of Western Ontario. f) Published by Council of Ontario Universities (see above).

See also/voir aussi:

A15 A survey of research in the postsecondary institutions in the Maritime Provinces.

A16 The relation between research and teaching at the university level.

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A18 Issues in higher education.

B6 Collective bargaining, deans and university governance.

B9 The impact of managerial styles of academic deans on their perceived managerial effectiveness: an empirical study in selected Canadian universities.

B20 Six background reports on university management education in Canada.

B21 Management enrolment and faculty at Ontario universities, 1972-1973 to 1977-1978.

B24 Meeting demands in the short and medium term - management schools in Ontario until the early 1980s.

C14 Professors' perceptions of their teaching roles and how teaching might be improved.

C44 A census of industrial relations and human resource management education in Canadian universities.

E42 Study of associate t[illegible]hers.

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Characteristics: socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aids; athletics; housing; special types of student.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; sports; logement; types spéciaux d'étudiants.

E1 a) Predicting MBA performance using expectancy models and locus of control orientation. b) The study tests the validity of expectancy theory in predicting academic performance and explores the moderating effect of the internal-external individual difference on the predictive validity of various models. c) 1978. d) R.G. Storey and L.W. Mealiea, School of Business Administration, Dalhousie University. f) Paper presented at the 1978 Annual Conference of the Administrative Sciences Association of Canada.

E2 a) Fichier d'analyse de cohortes d'étudiants. b) Le but est de constituer, à partir des fichiers de chacune des sessions antérieurs (jusqu'à la session d'automne 1973), un fichier cumulatif des étudiants dont le principal point de référence est le regroupement des étudiants en fonction de la session de première inscription. Ce fichier permettra de faire des analyses longitudinales du cheminement des étudiants par cohorte d'entrée dans l'institution: le rythme d'évolution des étudiants dans la réalisation de leur programme, les taux de départ selon le degré de réalisation du programme, les transitions interprogrammes, la probabilité de compléter le programme et la durée moyenne des études d'une cohorte d'étudiants. Cette première phase portera sur une seule des universités constituantes de l'Université du Québec. Dans une seconde phase, les analyses précédentes par cohorte d'étudiants serviront à procéder à la simulation de l'évolution future des nouveaux inscrits prévus dans les différents programmes. c) Mai 1979. d) Michel Robillard, Service de la recherche institutionnelle, Université du Québec.

E3 a) Tuition fees in postsecondary education. b) A considerable amount of information has been collected by an Alberta Government Task Force on the topic of student contributions to their postsecondary education. This material plus additional material is being consolidated to form a documented report on the rationale of tuition fees. c) April 1979. d) S. Hunka, Fac. of Education, University of Alberta. f) First draft publication as *Research and Information Report* by Division of Educational Research Services, University of Alberta.

E4 a) First-year DVM students at Guelph. b) Investigation of student responses to the workload and special characteristics of the University of Guelph's DVM program. Through questionnaires and interviews, information is gathered from first-year students about their study habits, their perceptions of the workload and the impact the workload has had on their personal lives. c) June 1979. d) H.W. Chapman, Ontario Veterinary College, University of Guelph. f) To be published in *Journal of Veterinary Medical Education*.

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E5 a) Outcome assessment study of university graduates: a pilot study. b) To assess the impact of socio-economic backgrounds and university experience upon graduates' five aspects of development: intellectual, personal, career, educational and community involvement. All 1978 spring graduates from Brandon University were surveyed. c) April 1979. d) Y.L. Jack Lam, Fac. of Education, Brandon University. e) B.B. Hoffman, Department of Education, 1181 Portage Ave., Winnipeg, Man. R3G 0T3.

E6 a) Prediction of performance in student teaching as a criterion for selection in teacher education. b) Examination of five biographical particulars and 40 personality test scores obtained before candidates' entry into the education program, to determine their usefulness in predicting student teaching performance. Although the nine variables which entered the prediction equation for the total group accounted for only 37% of the variance in student teaching grade, much more promising results were obtained when the group was subdivided by sex, route and subject specialization. Results indicate that use of any single selection criterion, such as GPA, should be discontinued in favor of multiple selection criteria combined mechanically to produce a prediction of the candidate's grades in student teaching. c) Sept. 1978. d) R.J. Twa, Fac. of Education, University of Lethbridge.

E7 a) Testing models developed to predict performance in student teaching. b) Part of a longitudinal study (QAULTEP) designed to develop a model for the evaluation of teacher education programs. The QAULTEP data bank contains about 400 variables on each of about 500 education students in three distinct populations. Population II has been surveyed to identify variables which could be used to predict performance in student teaching. Six biographical particulars and 40 psychological test scores were selected and used for developing 12 equations to predict student teaching performance for various groups in population II. The present study will use population III to test two hypotheses: that there are no significant differences between students in populations II and III and that equations developed for population II can be used to predict performance for population III students. c) Sept. 1979. d) R.J. Twa (see above).

E8 a) An analysis of the postsecondary plans of the 1975 grade XI students under the Bay St. George, Port au Port and Humber St. Barbe Roman Catholic school boards. b) Reasons for grade XI students' choices of postsecondary schools and career decisions. c) 1978. d) Robert A. Fowler, Woody Point, Bonne Bay, Nfld. A0K 1P0; G. Llewellyn Parsons, Fac. of Education, Memorial University.

E9 a) A study and evaluation of the intramural sports program at Memorial University of Newfoundland. b) Quality of and levels of participation in intramural sports. c) Aug. 1978. d) Gilliam Grant, Edward Buckle and Boyd Pack, School of Physical Education, and G. Llewellyn Parsons, Fac. of Education, Memorial University.

E10 a) Education and employment of youth: a background paper. b) A 96-page document prepared for a conference on education and employment of youth and providing data on and an analysis of the employment situation and the relation between education, including higher education, and employment. c) Sept. 1978. d) Horace D. Beach, Counselling Centre, University of Victoria.

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E11 a) The link from education to the labor market: the role of postsecondary educational institutions in Ontario. b) Five-year follow-up study of a sample of 1972-1973 grade 12 highschool students in Ontario, through a questionnaire with in-depth interviews conducted with a sub-sample. Three earlier surveys by Paul Anisef are reported in *The Critical Juncture* (1975). It is estimated that two-thirds of the original sample have had some experience with postsecondary education; 75% is now in the work force. The study will examine the work and educational experiences of the students, with special attention being paid to the relevance of their education to their present jobs. c) Sept. 1979. d) Paul Anisef, A.H. Turrittin and Gotfried Paasche, Dept. of Sociology, York University. f) Report to the Ontario Ministry of Colleges and Universities.

E12 a) Registered nurses as part-time university students: demographic characteristics and aspects of motivation. b) Descriptive survey research to collect and analyse data on demographic characteristics and educational motivation of two groups of registered nurses, enrolled part-time at the University of Alberta and Athabasca University, July 1977-1978; and to identify aspects of the nature of these adult learners, their motivation and their time plans for completing baccalaureate work. A demographic data profile together with the education participation scale of Roger Boshier will be used to collect data from the sample group (N=200) and to pursue further the motivational research begun by Houle (1961) and followed by Boshier and others. c) April 1979. d) Winnifred C. Mills, Fac. of Nursing, and J.E. Seger, Fac. of Education, University of Alberta. e) Winnifred C. Mills.

E13 a) Statistical information concerning the assessment of students in Canada for student aid. b) Compilation of statistics from copies of individual student assessment reports prepared by the provinces. Includes data on student status, type of institution, course attended, incomes, expenses, costs and resources. c) Annual. d) Program Development Section, Student Support Directorate, Department of the Secretary of State, P.O. Box 2090, Postal Station "D", Ottawa, Ont. K1P 6C6.

E14 a) Etude de la formation des intervenants auprès de personnes en difficulté d'adaptation. b) L'étude vise à identifier des caractéristiques de candidats susceptibles de profiter d'une formation d'intervenant; les meilleurs moyens pour en faire la sélection; les moyens de formation les plus adéquats; et les fonctions que les diplômés de tels programmes sont appelés à exercer. c) 1982. d) Richard E. Tremblay, Jacques C. Grégoire et Serge Larivée, Ecole de Psycho-Education, Université de Montréal. e) Richard E. Tremblay.

E15 a) Special needs of accelerated university entrants. b) A search through McGill University records has revealed a small but steady stream of about ten students a year who matriculate two years younger than the modal age of their entering class. The study will use interview and similar methods to examine their university careers with particular focus on the adaptations of the existing learning environment and services considered necessary to best serve them. c) 1980. d) Bruce M. Shore, Centre for Learning and Development, McGill University.

E16 a) Student withdrawal research project. b) To identify and analyse

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unpublished withdrawal studies conducted at Canadian institutions in order to discover how many studies have been completed, what research methods were used, what results were obtained, and what the implications are for further research and institutional change. c) Dec. 1978. d) C.E. Pascal and S. Kanowitch, Ontario Institute for Studies in Education. f) Report, *Student withdrawals from Canadian universities: a study of studies,* obtainable from OISE.

E17 a) Aspirations scolaires et orientations professionnelles des étudiants. b) Etude longitudinale (1971-1977) portant sur les aspirations scolaires et les aspirations individuelles et collectives des jeunes québécois, francophones et anglophones. Les sujets ne sont pas seulement des étudiants, mais aussi des jeunes qui ont terminé leurs études ou qui ont quitté les études avant l'obtention d'un diplôme. A partir d'un échantillon de départ de plus de 20,000 étudiants (Secondaire I, Secondaire III, Secondaire V, CEGEP II), des sous-échantillons seront ré-interviewés pendant six ans. c) En cours; rapports intérimaires (1, les étudiants; 2, les enseignants; 3, les parents) publiés en 1974. d) Pierre W. Bélanger, Fac. des sciences de l'éducation, Université Laval; Guy Rocher, Dépt de sociologie, Université de Montréal.

E18 a) Méthode de travail, rendement, attitudes. b) Le projet vise à déterminer les relations entre la méthode de travail de l'étudiant en mathématiques de niveau collégial et d'autres variables comme le milieu socio-économique, la personnalité et les attitudes. On étudiera aussi la possibilité d'améliorer le rendement et les attitudes des étudiants en mathématiques en modifiant leur méthode de travail. c) Juin 1979. d) Andrée Lavallée-Tran, Collège D'Alma, 675 ouest, boul. Auger, Alma, Qué. G8B 2B7. f) Direction générale de l'enseignement collégial, Ministère de l'Education, Québec, Qué.

E19 a) Les clientèles universitaires (annuel - session d'automne). b) Selon l'âge, le niveau (sous-gradué et gradué) et l'université, le nombre d'inscriptions à temps plein et à temps partiel. c) Mai, chaque année. d) Service études et information, Direction générale de l'enseignement supérieur, Ministère de l'Education, 1035, rue de Lachevrotière, Québec, Qué. G1R 5A5.

E20 a) Mature admissions study: an investigation of the selection criteria for mature applicants to the University of Regina. b) The 86-page report contains an assessment of admission procedures for mature student applicants and recommendations for their improvement. c) Dec. 1978. d) G.W. Maslany and M. Weston, Fac. of Social Work, University of Regina.

E21 a) A profile of teachers in training in Nova Scotia, New Brunswick and Prince Edward Island. b) The study provides basic demographic information on teacher trainees (age, sex, high school location, mother tongue, college location), probes some of their employment choices regarding the field they would like to teach and the desired employment location, summarizes the reasons for entering a teacher training program, and deals with the effect of highschool and college location on the desired employment location and with the effect of major and minor concentration on desired teaching subject. c) Aug. 1978. d) Richard F. Lewis, Atlantic Institute of Education, 5244 South St., Halifax, N.S. B3J 1A4.

E22 a) Construction et validation d'un test de participation des étudiants-

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maîtres au cours de micro-enseignement. b) Un test pouvant mesurer le taux de participation des étudiants-maîtres au cours de micro-enseignement a été créé et validé; il est basé sur peu d'items et validé selon une échelle Thurstone. A la lumière de ces résultats un groupe d'items a été sélectionné et leur fidélité et leur homogénéité ont été mesurés. Le but est d'aider à l'évaluation du taux de participation des étudiants-maîtres aux travaux du micro-enseignement. c) Jan. 1979. d) Marthe Demers et Thérèse Des Lierres, Fac. des sciences de l'éducation, Université de Montréal.

E23 a) L'appréciation du stagiaire par les élèves de sa classe est-elle en relation avec le taux d'observation de ce stagiaire? b) Pour vérifier s'il y a relation entre le taux d'observation de l'étudiant-maître et l'appréciation que ses élèves font de lui, on fait subir, à la fin du micro-enseignement, un test d'observation sur une leçon enregistrée; l'étudiant-maître y note toutes ses observations. Comptées et analysées, ces observations ouvertes paraissent (à titre de postulat) refléter la personnalité et l'aptitude globale d'un enseignant face à des situations de son métier. Pour fins de vérification de cette évaluation, on construit et soumet à leurs élèves un test d'opinions où se trouvent les facteurs les plus souvent attribués aux enseignants réputés bons professeurs par leur classe. c) Avril 1980. d) Marthe Demers et Thérèse Des Lierres (voir plus haut).

E24 a) Enrolment patterns and academic performance of women students at the University of Alberta. b) The study attempts to accomplish two objectives: to map and compare enrolment patterns of male and female students for the academic years 1970-1971 to 1977-1978; to compare academic performance of male and female undergraduates in terms of success, drop-out, and survival rates at various levels of their study programs. Report 53 p. c) April 1978. d) N. Mehra, Office of Institutional Research and Planning, University of Alberta. f) To be published in *Canadian Women's Studies*.

E25 a) Part-time studies and university accessibility. b) Survey of the 1977 population of part-time students at Carleton University in order to identify their characteristics, determine their motivation in enrolling in part-time studies and assess the interrelationships of part-time studies and occupational careers. The most striking finding is that a considerable proportion of part-time students come from advantaged circumstances, are already well educated, have experienced a considerable degree of upward mobility and have the motivational equipment for educational success. Report 136 p., appendices. c) Nov. 1978. d) John Porter and Elizabeth Humphreys, Dept. of Sociology, Carleton University.

E26 a) Manitoba adult basic education survey. b) Personal interview survey, in summer 1978, of 300 adult basic education students as to outcome indicator areas such as critical intellectual development and occupational and educational career development, and general career development areas such as job satisfaction. c) Feb. 1979. d) Barry J. Warrack and Terry Juskow, Research Branch, Dept. of Labor and Manpower, 693 Taylor Ave., Winnipeg, Man. R3M 3T9.

E27 a) The impact of college on students: a review of research findings and their implications. b) Paper reviewing the presentations made at a 1977 conference on the affects on students of postsecondary education, held at Memorial University, Cornerbrook, Nfld. c). 1978. d) C.K. Knapper, Teaching

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Resource Person, University of Waterloo. f) To be published in *Teaching Psychology*, 1978, 2 (1), 4-6.

E28 a) Etude des caractéristiques académiques et psychométriques des étudiants du CEGEP de Shawinigan. b) Analyse des données psychométriques contenues dans le dossier d'orientation du secondaire, des dossiers scolaires du secondaire et du collégial et des dossiers jusqu'à la fin du CEGEP. Analyse descriptive des facteurs de réussite et d'échec au collégial et étude des caractéristiques par concentration: résultats académiques, aptitudes, intérêts professionnels et traits de personnalité. Implications sur le plan de l'orientation et sur le plan pédagogique. c) Mai 1978. d) Jean-Claude Chandonnet, Polyvalente des Chûtes, Shawinigan, Qué. G9N 7A3; André Brûlé, CEGEP de Shawinigan, 2263, boul. du Collège, C.P. 610, Shawinigan, Qué. G9N 6V8. e) Service expérimentation et développement pédagogique, CEGEP de Shawinigan.

E29 a) Longitudinal study of values of students of the Faculty of Environmental Studies, University of Waterloo. b) The study measures values and attitudes of incoming students in the faculty's four units. Measures will be taken in each academic year until students graduate and a further one, two years after they have completed studies and entered the labor force. The study aims to determine changes in values and attitudes as a result of normal developmental maturation, the impact of curriculum and university related learning experiences and anticipatory socialization processes in the different units. c) First phase: Feb. 1979. d) Novia A.M. Carter, School of Urban and Regional Planning, University of Waterloo.

E30 a) A study of the effectiveness of OISE service to international students. b) The study will elicit information about the suitability for international students of previous study courses at OISE in order to generate suggestions for making them more relevant to the realities faced by these students upon their return. c) April 1979. d) David Wilson, Ontario Institute for Studies in Education.

E31 a) Post-highschool outcomes of Manitoba highschool students. b) Research into postsecondary plans and aspirations of Manitoba highschool students has been conducted yearly since 1971, providing information on their postsecondary plans, career plans and influencing factors on their post-highschool decisions. This study will follow up 5000 grade 12 students surveyed in 1972-1976, validate postsecondary intentions with actual outcomes, and provide information on historical and current labor force status, factors which may account for differences in plans and actions. c) Jan. 1979. d) C. Neil Russell, Research Branch, Department of Education, 408-1181 Portage Ave., Winnipeg, Man. R3G 0T3.

E32 a) Manitoba highschool students' postsecondary decisions: a longitudinal analysis 1975-1978. b) One outcome of a three-year research project (1975-1978), undertaken by the Postsecondary Research Reference Committee, was the establishment of an extensive data base with various types of information on students' attitudes. This study will consist of a secondary analysis of these data to observe changes students exhibit in their postsecondary plans during their last three years of highschool and to observe factors which impact upon the students' decision-making process. c) Jan. 1979. d) L.K. Bremner, Research Branch, Department of Education, 408-1181 Portage Ave., Winnipeg,

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Man. R3G 0T3.

E33 a) The management and motivation of the adult learner in distance education. b) Project to determine the variables which influence the continued performance of adult learners in distance education at Athabasca University. It should produce a series of procedural guides for increasing learner motivation in distance courses. c) June 1980. d) Dan O. Coldeway, Athabasca University.

E34 a) Attrition - completion study in an open university. b) Paper describing the results of an attrition and completion study, using a questionnaire to ask students to indicate why they withdrew or completed the course and to specify the conditions under which they could pursue their course. Of the 58 questionnaires mailed, 55% of the withdrawal questionnaires and 86% of the completion questionnaires were returned. Pacing/timeline restrictions on student progress, range of advanced course offerings, credit/non-credit options, course improvements, stop-out students and open admission emerged as having possible policy implications. c) Dec. 1978. d) Petra Hammer and W.A.S. Smith, Athabasca University.

E35 a) University of Winnipeg outcomes study. b) Examination of the effects of university training on attitudes, skills, employment, socio-economic status and opinions about education for selected groups, including prospective students not completing their degree, students completing degrees and alumni. c) Feb. 1979. d) John Clake, University of Winnipeg.

E36 a) Cooperative teacher-graduate study. b) Survey of seven teacher training institutions (conducted for the Commission on Declining School Enrolments in Ontario) to obtain data regarding self-reported perceptions as to motivations for taking teacher training, commitment to teaching, job search and career satisfaction of those who entered teaching upon graduation and stayed in the profession, who entered teaching but left prematurely, and who never entered teaching. c) May 1978. d) Cicely Watson and Mohindra Gill, Ontario Institute for Studies in Education. e) Ontario Ministry of Education.

E37 a) Teacher-graduate follow-up study. b) Conducted for the Commission on Declining School Enrolments in Ontario, the study gathered information on recent graduates (since 1970) of Ontario teacher training programs who did not enter the provincial teacher force by obtaining employment with an Ontario board of education. c) March 1978. d) Cicely Watson (see above).

E38 a) Equivalent education status of immigrants. b) The study was intended primarily as an information source for evaluators involved in assessing non-Canadian degrees of teachers from Chile, Chzechoslovakia, Egypt and the Philippines who wish to teach in Ontario. Policies and practices presently employed were surveyed. Data were collected on the performance of graduates from the four countries in the Ontario educational system and case studies were written on students from each country in the School of Graduate Studies, University of Toronto. The report includes reports on the educational system of each country and guidelines for those wishing to conduct research into foreign educational systems and for evaluators wishing to update their information on any country. The study concludes by pointing out the advantages of using years

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of scholarity as a criterion (equal treatment accorded all immigrants, simplicity) and disadvantages (lack of weight placed on quality of education, disappointment experienced by graduates from certain countries); alternative evaluation methods are suggested. A bibliography and a list of consultants are included. c) Sept. 1978. d) Andrew Effrat and Marion Harris, Ontario Institute for Studies in Education. e) Ontario Ministry of Education.

E39 a) Study of decline in new part-time summer session MEd applicants. b) New applicants to OISE's part-time MEd programs have declined by 28% between 1977 and 1978; the decline affects most departments and appears unrelated to obvious changes in recruitment practices. The study involves a descriptive comparison of 1977 and 1978 applicants and a survey of departmental recruitment practices in order to come up with hypotheses concerning the cause of decline; they will permit further research and institutional responses. c) April 1979. d) Lynn Davie and Frank McIntyre, Ontario Institute for Studies in Education.

E40 a) Computerized Heuristic Occupational Information and Career Information Exploration System (CHOICES): evaluation report. b) Information on CHOICES was btained through interviews with school counsellors, administrators and others familiar with the system; questionnaires to students; and personal experience with the terminal. All individuals were positive in their assessment; some concern was expressed regarding the completeness of information and job relatedness. c) April 1978. d) F.C. Rankine, Fac. of Education, University of New Brunswick.

E41 a) The effectiveness of CHOICES and its interface with SGIS. b) The sutdy was intended: to evaluate the quality and accuracy of the data base of CHOICES (the computerized career information system developed by the federal government) in providing occupational information, training and individual profiles to students; to determine the effectiveness and efficiency of the on-line terminal, i.e. time associated with student usage; to compare CHOICES with the Ontario student guidance information system (SGIS) in terms of accuracy and relevance of the data base, delivery methods, associated costs and time involvement of students. c) Sept. 1978. d) Bruce Cassie, Niagara Centre, Ontario Institute for Studies in Education, 28 Prince St., St. Catharines, Ont.

E42 a) Study of associate teachers. b) Survey of Ontario associate teachers, defined as certified practicing classroom teachers supervising the teaching in their classroom by student teachers in conjunction with the students' faculty of education. Factors investigated include: educational background of 1976-1977 associate teachers, degree of their involvement in associate teaching, their reasons for accepting the position of associate teacher and the rewards they consider appropriate, appropriate extent of liaison with the teacher education institution, and their ideas about length and structure of teacher training practice. c) May 1978. d) R.E. Traub and R.G. Wolfe, Ontario Institute for Studies in Education.

E43 a) Selection of teacher candidates: a systematic search for criteria. b) Study of characteristics of teacher candidates most significantly related to teacher effectiveness and selection criteria for admission to teacher training institutions; development of a model for teacher candidate selection. It was assumed that by identifying the most important predictors of teaching success,

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teacher colleges can markedly improve the efficiency of their selection process. c) Nov. 1978. d) Merlin Wahlstrom, Ontario Institute for Studies in Education. e) Ontario Ministry of Education.

E44 a) Occupational and educational plans of highschool students. b) Many structural and attitudinal correlates of educational choice and educational values have been examined. Currently, the research is examining the influence of self-reported grades and self-perception of intelligence on these plans and values; questionnaires from 950 respondents serve as a data base. c) Continuing. d) Merlin B. Brinkerhoff, Dept. of Sociology, University of Calgary.

E45 a) A survey of facilities for physically and visually handicapped and deaf students at Canadian universities/Enquête sur les installations des universités canadiennes à l'intention des étudiants atteints de déficiences physiques ou visuelles ou de surdité. b) A 21-page report containing information on the availability of facilities for handicapped students, such as adapted telephones, washrooms, elevators, ramps, residence facilities, braille text and cassettes. Included is an architectural checklist for making universities available to handicapped students. c) June 1978. d) Anne E. MacDonald, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1. f) AUCC Publications, $1.00.

E46 a) Analyse de dossiers d'étudiants inscrits au baccalauréat en administration des affaires au HEC. b) Analyse multidimensionnelle des données sur les étudiants inscrits en première AA-jour à l'Ecole des Hautes Etudes Commerciales, en septembre 1977. Analyse des correspondances avec codage spécial pour cerner le phénomène qui semble se révéler chez les étudiants "forts", "moyens" et "faibles" au CEGEP. Avoir des informations sur l'évolution (adaptation) des étudiants en fonction de leurs antécédarts. c) Mai 1979. d) Robert Latour, Service des méthodes quantitatives, Ecole des Hautes Etudes Commerciales, 5255, avenue Decelles, Montréal, Qué. H3T 1V6.

E47 a) Diplômés de l'Ecole des Hautes Etudes Commerciales vs économie québécoise. b) Recherche sur la contribution des diplômés (ayant complété un B. Commerce, un baccalauréat en administration des affaires ou une licence en administration) à la vie économique québécoise. L'étude consiste à analyser la classe sociale des diplômés, leur cheminement de carrière, la création d'entreprises par les diplômés, leur participation à des conseils d'administration et des associations professionnelles, etc. c) En cours. d) Francine Bernard, Service de l'administration et organisation des ressources humaines, Ecole des Hautes Etudes Commerciales, 5255, avenue Decelles, Montréal, Qué. H3T 1V6.

E48 a) The use of a bachelor's degree in sociology: careers of recent graduates of a Maritime university. b) Follow-up study of 267 recent graduates of a Maritime university regarding their post-graduate careers and the contribution they perceive sociology to have made to their work and life experience after graduation. Results indicate that most graduates continue their education in a professional or semi-professional school, usually a school of education or social work. A high proportion, especially women, become teachers. Many others obtain jobs in social welfare agencies, whether or not they continue their education. A small percentage without further education get jobs as research

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workers for government departments. The women all seem to be oriented to work outside the home, but tend to be in traditional "women's occupations". c) April 1978. d) Helen Ralston, Dept. of Sociology, Saint Mary's University. f) *Canadian Journal of Higher Education*, VIII - 3, 1978. pp. 47-66.

E49 a) A study of a contingency repayment scheme for student loans in Canada. b) The study explores the possible implementation of a contingency repayment scheme where loans to university students would not depend on the student's or his family's income, but on need, and where the amount to be repaid by the student after the termination of his study would depend on his ability to pay. No individual, however, would be obliged to contribute more than a fixed amount or limit to the fund. c) June 1979. d) James Gillies, House of Commons, Centre Block, Room 654 D, Ottawa, Ont. e) Robert Léger, Canadian Association of University Teachers, 1001-75 Albert St., Ottawa, Ont. K1P 5E7.

E50 a) Analysis of year I enrolment. b) Geographical study of McMaster's first-year applicants: where they are from and where they finally enrol. The study indentifies applicants by county and within McMaster's catchment area by postal zone, and attempts to provide recruiters with a picture of areas the university serves. Results are confidential, but information on methodology is available. c) Feb. 1978. d) W. Ward, Office of the Assistant to the President-Special Projects, McMaster University.

E51 a) Long-term study of effectiveness of a preparatory arts program. b) Study to examine grades, number of enrolments in university and number of dropouts at completion of a preparatory arts program. This is a remedial program to upgrade low achievers in reading, writing and study skills. A comparison is made also between preparatory arts students and those with higher and lower reading levels who are not in the program. c) May 1979. d) Helen Wheden, Learning Centre, Dawson College, 350 Selby St., Westmount, Que. H3Z 1W7.

E52 a) Needs assessment of sensory deprived students at the college level in Quebec. b) Aimed at increasing accessibility and success for sensory deprived students within CEGEPs, the project will provide a comprehensive picture of their needs and develop concrete recommendations for new directions relating to programs, services, structures, etc. c) June 1979. d) Sharon Leslie and Bill Young, Dawson College, 485 McGill St., Montreal, Que. H2Y 2H4. e) Bill Young.

E53 a) Les étudiants de la faculté de l'éducation permanente et les services aux étudiants. b) Le rapport décrit les résultats d'un sondage auprès d'un échantillon d'étudiants de la faculté de l'éducation permanente de l'Université de Montréal. Il comporte des statistiques sur le degré de connaissance et le taux d'utilisation de ces services, et sur l'importance qui leur est attribuée par les étudiants. Il analyse l'influence de divers facteurs sur les comportements et opinions de ces étudiants adultes face à ces services. c) Mars 1979. d) Pierre Paquet et Rita Therrien, Fac. de l'éducation permanente, Université de Montréal.

E54 a) Campus employment for native students. b) Evaluation of the effectiveness of summer employment programs at ten Ontario universities and colleges in encouraging native students to undertake postsecondary education and in faci-

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litating their subsequent entry into university and college environments. c) Fall 1978. d) Carl Grindstaff, Dept. of Sociology, University of Western Ontario.

E55 a) Etude de l'évolution, lors de la période de formation, d'attitudes face à des facteurs psycho-sociaux dans la pratique médicale et de certains comportements et caractéristiques de personnalité des étudiants en médecine et comparaison avec un autre groupe d'étudiants. b) Etude de l'état de certaines attitudes et comportements et de certaines caractéristiques de personnalité à l'entrée à l'université et leur évolution tout au long de la période de formation, c'est-à-dire à la fin de la 1ère, 2ème et 3ème phase des études médicales. Afin de pouvoir estimer les "particularités" des étudiants en médecine et l'impact spécifique de leur formation, il faut pouvoir les comparer à au moins un autre groupe d'étudiants. c) En cours. d) Ursula Forest-Streit, Hôpital Ste-Justine, 3100, rue Ellendale, porte no 3816, Montréal, Qué. H3S 1W3.

E56 a) A survey of Canadian teachers in their first year of service. b) Questionnaire replies were obtained from a sample of over 1000 primary and secondary school teachers across Canada. The questionnaire sought biographical information and information on teacher's qualifications, areas of specialization, schools they were in and teaching assignments; identified potential problem areas; asked teachers to identify their most valuable source of assistance and advice; and requested comments on their job satisfaction and sense of fulfillment in their profession. c) Jan. 1979. d) E.L. Edmonds, Fac. of Education, University of Prince Edward Island; Frederic Bessai, Fac. of Education, University of Regina. f) Canadian Education Association, 252 Bloor St. W., Suite S850, Toronto, Ont. M5S 1V5.

See also/voir aussi:

A21 A short season of reform: the Regina case, 1970-1978.

A25 Report of the Manitoba Committee on Exploration of Outcome Indicators.

A29 La relation entre le niveau d'actualisation et les buts poursuivis par le professeur dans ses études académiques.

A36 The future policy environment for postsecondary education in Ontario: implications for youth employment patterns and political attitudes.

B1 Who benefits from the Ontario university system.

B3 Out of school - into the labour force.

B5 Interim data analysis on Canadian nurses with doctoral degrees and Canadian nurses enrolled in doctoral programs.

B15 Social and political attitudes of unemployed and underemployed youth.

B18 Graduate survey.

B19 Manitoba community colleges follow-up survey of 1977 graduates.

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B20 Six background reports on university management education in Canada.

B35 Student traceback model.

B36 Study of tuiton and incidental fees.

C6 Performance of McMaster medical school graduates during the first post-graduate year.

C13 Education for health services administration: an examination of met and unmet needs.

C31 Relation enseignants - enseignés dans l'apprentissage des mathématiques.

C33 Evaluation of diploma nursing programs.

C40 A study of problem solving in chemistry.

C53 Assessment of the impact of a graduate program upon the performance and activities of health care professionals.

C66 QUALTEP (Qualitative analysis of University of Lethbridge teacher education program).

C75 Etude sur les styles d'apprentissage de l'étudiant adulte et les ressources documentaires audio-visuelles correspondantes dans un système ouvert d'apprentissage.

F1 Attrition study of continuing education students at the B.C. Institute of Technology.

F3 La sélection sociale dans l'entreprise: étude monographique.

F6 Adult student views on foreign language methods: implications of learners' attitudes for program design.

F18 Etude de la clientèle: créativité.

F19 Caractéristiques psychologiques de trois clientèles d'adultes.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Attrition study of continuing education students at the B.C. Institute of Technology. b) Survey of the reasons for student withdrawal, using students who remain as a control group. Demographic information on continuing education students is obtained; data include factors relating to withdrawal/remaining in course and factors that would help to lower withdrawal rates. c) March 1979. d) Eleanor Riches, Div. of Continuing Education, B.C. Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

F2 a) International dimensions of continuing education. b) Analysis of the international content of continuing education programs in Canadian universities. c) 1978. d) J.C.M. Shute, School of Agricultural Economics and Extension Education, University of Guelph. f) "Toward a world view in continuing education", *Canadian Journal of University Continuing Education*, Vol. V, No. 1, Summer 1978.

F3 a) La sélection sociale dans l'entreprise: étude monographique. b) Ce travail de recherche étudie l'évolution de la carrière de quatre groupes professionnels (ingénieurs, techniciens, employés de bureau, ouvriers) travaillant, depuis au moins six ans, pour la même entreprise, et met en évidence un rythme d'évolution professionnelle (promotion) fort différent à l'intérieur de chacun des groupes. Entre autres, cette recherche montre la faible influence de la formation professionnelle acquise à l'âge adulte sur l'évolution de la carrière et analyse le processus de sélection sociale discrètement à l'oeuvre dans l'entreprise. c) Juillet 1978. d) Marcelle Hardy-Roch, 2682, place Vigneault, Ste-Foy, Qué. G1W 1X5. f) Les résultats seront publiés aux Presses de l'Université du Québec, 1979.

F4 a) Confederation College outreach project. b) Three-year research and development project to develop interactive distance education designs, with reports throughout the project describing the bases for and evaluation of the designs. c) March 1981. d) C. Frewin, Confederation College of Applied Arts and Technology, P.O. Box 398, Postal Station "F", Thunder Bay, Ont. P7C 4W1.

F5 a) Evaluation des besoins de perfectionnement d'une population d'adultes francophones du Nouveau-Brunswick dans l'accomplissement du travail au foyer. b) Evaluer les besoins de perfectionnement des adultes dans l'accomplissement du travail au foyer; travail culturellement défini qui exige beaucoup de main-d'oeuvre et (ou) d'aptitudes en matière de management familial, de développement et soin de l'enfant, d'alimentation et de nutrition, d'habitation et d'aménagement intérieur, de vêtement et de textiles, de consommation et de conservation. Les résultats serviront à l'élaboration d'objectifs de programmes d'éducation des adultes. c) Avril 1979. d) Colette Martin, Ghislaine Arsenault et Marielle Préfontaine, Ecole des sciences domestiques, Université de Moncton.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F6 a) Adult student views on foreign language methods: implications of learners' attitudes for program design. b) Analysis of characteristics, opinions, perceived needs and expectations of adult students in non-degree second/foreign language courses. Discussion, based upon data obtained in the analysis, of program design and methodology which will be accessible to experienced and novice teachers and administrators. c) Feb. 1979. d) Joanne Harack Hayne, School of Continuing Studies, and Carlos A. Yorio, Dept. of Linguistics, University of Toronto.

F7 a) Adult education in Alberta and Quebec. b) Comparative study following a model of strategies of adult education. c) Fall 1979. d) Hayden Roberts, Fac. of Extension, University of Alberta.

F8 a) Projet d'expérimentation d'un nouveau programme de formation de professionnels en psychologie scolaire. b) Chercher à appliquer le concept d'éducation permanente dans le domaine du perfectionnement des maîtres. c) Août 1979. d) Charles Caouette, Dépt de psychologie, Université de Montréal.

F9 a) Development of evaluation systems for coronary care programs in continuing education. b) Several tools have been developed to evaluate the effectiveness of coronary care and cardiopulmonary resuscitation programs conducted by Continuing Medical and Nursing Education at the University of Saskatchewan. Program evaluations, follow-up questionnaires, pre- and post-examinations are constantly re-evaluated and revised. A pilot project at one hospital involved intensive training of medical and nursing staffs; substantial improvement occurred as measured by pre- and post-testing of knowledge and performance. Similar projects will be conducted in 1979. c) Late 1979/early 1980. d) Mary MacDonald, Continuing Medical and Continuing Nursing Education, University of Saskatchewan.

F10 a) Adult basic education and the role of postsecondary institutions in Canada. b) Systematic study of resources which postsecondary institutions can bring to bear on the problem of an under-educated adult population. It will involve questionnaires to all colleges and selected universities, an analysis of masters and doctoral theses on ABE, an examination of literature that relates to the topic and/or case study materials depicting what specific institutions are doing in ABE, and possibly some interviews. c) April 1979. d) James Draper, Ontario Institute for Studies in Education.

F11 a) Case studies in industry and government and a model of information exchange. b) Continuing project to gather data describing educational and training activities of large non-educational agencies in order to record adult education history in Canada; provide teaching materials for the Department of Adult Education; develop a methodology for gathering descriptive data from such organizations; provide to the organizations studied an overall picture of the size and nature of their educational and training activities; and inform other interested parties. Four case studies will be conducted; reports comparing them and discussing the methodology evolved will be prepared. c) April 1979. d) Alan M. Thomas, Donald Beatty and Reg Herman, Ontario Institute for Studies in Education.

F12 a) Barriers to employer-sponsored training in Ontario. b) To provide

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

information to the Ontario Minister of Colleges and Universities who wishes to revise current procedures for training apprentices, the project will through a literature search and field surveys investigate incentives and disincentives to employer-sponsored training; prepare an inventory of perceived barriers to such training, with barriers ranked in order of significance and analysed to reveal differences among constituent groups; and through a literature search and field surveys investigate perceptions of employers and others regarding changes needed in government legislation, policies and practices concerning employer-sponsored training. c) March 1979. d) E.B. Harvey, Ontario Institute for Studies in Education.

F13 a) Recherche relative à la création de cours de méthodes quantitatives adaptés à l'enseignement aux adultes. b) Développer un enseignement des méthodes quantitatives entièrement centré sur leurs applications et n'exigeant à peu près aucune connaissance préalable en mathématiques. L'objectif: faire connaître les principales méthodes de la statistique et de la recherche opérationnelle par l'intermédiaire de leurs application, et la création de documents de base à tel enseignement. c) Mai 1979. d) Jean-Marc Picard et Régis Parent, Service des méthodes quantitatives, Ecole des Hautes Etudes Commerciales, 5255, avenue Decelles, Montréal, Qué. H3T 1V6.

F14 a) Telehealth teleconference system. b) Through its Faculty of Medicine and Educational Television Centre and in conjunction with the Newfoundland Telephone Company, Memorial University is initiating a telephone conference system linking its St. John's and Corner Brook campuses and a number of hospitals throughout Newfoundland. The system's use will be concentrated in continuing professional education for a variety of health care professionals and administrative uses such as meetings, patient care and community health education programs. c) April 1980. d) A.M. House, Fac. of Medicine, and W.C. McNamara, Educational Television Centre, Memorial University. d) Judy Roberts, Fac. of Medicine, Memorial University.

F15 a) Report of the Distance Education Planning Group on a delivery system for distance education in British Columbia. b) Study of methods of delivering vocational, technical, academic and adult basic education to clienteles in hinterlands using various communication modes (telephone, television, tutors, print, libraries, computers, etc.). c) March 1978. d) Pat Carney, Gemini North Ltd., 550 Burrard St., Vancouver, B.C. V6C 2K5; Gene Lawrence, Bob Harris, John Bottomley and Derek Franklin, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4; Dave Hume, British Columbia Institute of Technology, 3700 Willingdon, Burnaby, B.C. V5G 3H2. f) Report obtainable from Ministry of Education.

F16 a) La préparation à la retraite: évaluation. b) A partir de six sessions de préparation à la retraite réalisées dans différents endroits, on vérifie l'hypothèse de départ qui les soutient: des informations nouvelles transmises dans une situation particulière (les sessions) produisent des changements significatifs au niveau des attitudes et comportements chez les participants. c) Déc. 1978. d) Julio Fernandez, Fac. de l'éducation permanente, Université de Montréal.

F17 a) Le développement de l'éducation permanente dans les universités.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

b) Document de travail soumis à la Commission d'étude des universités, gouvernement du Québec. Etat du développement de l'éducation permanente dans les universités québécoises: le projet et ses contradictions. Identification d'une dimension à privilégier, le service à la collectivité. Recommandations en vue de favoriser la mise en oeuvre du projet de l'éducation permanente en milieu universitaire. c) Juin 1978. d) Pierre Paquet, Fac. de l'éducation permanente, Université de Montréal.

F18 a) Etude de la clientèle: créativité. b) L'étude a pour but de préciser les caractéristiques des étudiants qui désirent suivre un programme d'activité pour augmenter leur créativité: quelles sont leurs motivations, quelle est leur personnalité, leur créativité. c) Fév. 1979. d) Alain Dunberry, Fac. de l'éducation permanente, Université de Montréal.

F19 a) Caractéristiques psychologiques de trois clientèles d'adultes. b) A l'aide du test de personnalité Sigma 30, du test de Profil d'apprentissage LAM3-OP et de l'Echelle de participation aux études de Boshier, trois clientèles (maîtres en exercices, infirmières et cours culturels) sont comparées entre elles afin d'en déterminer les caractéristiques propres. c) Déc. 1979. d) Alain Dunberry (voir plus haut).

See also/voir aussi:

A4 International cooperation between universities.

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C64 A definition of training in Canada Manpower Training Program and adult education.

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E25 Part-time studies and university accessibility.

E31 Post-highschool outcomes of Manitoba highschool students.

E33 The management and motivation of the adult learner in distance education.

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